

# THE SOUTH INDIAN TEACHER

Vol. XXII

MARCH 1949

No. 3

## ADULT EDUCATION

A. G. VILVA ROY

Demon Ignorance is as old as Adam. Yet it seems easier to conquer Death than to subjugate this old devil. He looks well set and making merry under the roof of his twin whom Gandhiji named Daridranarayan. Adult Education is a sure process designed to break this formidable combination and overpower Ignorance and Poverty together. As a positive effort Adult Education will make the common man happy.

The simple antidote to hunger is food. Grow-more-food is the common slogan though GROW-MORE-FOOD ought to be the order of the day. Competent experts should determine the maximum food that can be raised on a given plot of land and so much food ought to be raised the necessary co-operation and facilities being found. Growing less than the estimated maximum ought to be deemed anti-social. To achieve this level of food production consolidation of small holdings and co-operative farming are the first requisites. Such intelligent and efficient co-operation is impossible among a set of illiterates. Lenin discovered it in 1918 and decreed first an all-out drive against illiteracy among adults. In fact adult literacy among peasants is the secret behind the freedom from hunger enjoyed by Russia today. A Down-With-Illiteracy Drive is quite possible in a non-communistic state like India.

Mr. G. D. Naidu of Coimbatore is already reaping 39 cobs from a single maize plant which would not yield 3 before. Co-operative farming with such

improved methods of cultivation ought to revolutionise food production and banish hunger much quicker than even Russia did. In Lenin's words "An illiterate man must be taught the alphabet. Without this there can be only rumours, gossips, tales, superstitions". Besides Mr. G. D. Naidu's discovery of quick methods of stepping up food production we have now got on hand quick methods of making adults literate in any language within 40 to 60 days. Let us make adults literate quickly and as quickly make discoveries like Mr. Naidu's to reach them through simple, printed word also. It is not rumour and gossip that would reach the farmer that way but accurate information which he can read and appreciate independently at his own leisure and convenience.

Let us have the courage to do things aright, to spread adult literacy side by side with other development drives. All the publicity material printed and distributed by the various nation building departments can be got recast in the simplest possible regional languages and made accessible to the adults rapidly made literate. Like the quality of Mercy it would bless the departments with effective propaganda and also the vast majority of adults with intelligent understanding of what these agencies mean to them. Incidentally, it would save Adult Education a big slice of cost on continuation reading material. Local

(Continued on page 78)

# "STUDENTS' CULTURAL ASSOCIATION"

R. SRINIVASA IYENGAR, B.A., L.T.,

*Headmaster, Sarva Jana High School, Peelamedu.*

In an address of welcome presented to Sir C. P. Ramaswamy Ayyar in August last, the staff and students of the Sarva Jana High School stated, "Every educational reform now in the air has been tried in some form or other in this institution. The Students' Parliament, the Court of Honour, Social Service activities, Citizenship classes, the Students' Reading-Room which has kept the school in contact with the front-rank educational and other journals of All-India importance, hiking expeditions, the physical education activities with special emphasis on training for rural leadership, the experiments of Scouting-for All and Hobbies-for All,—all these have had publicity and recognition. The experiments we conducted underwent modifications and changes every now and then—perhaps an inevitable concomitant of a growing school. When we are at the threshold of a great revolution in education, we feel we struck years back original paths in the exploration of fields of educational adventure."

Despite such experiences of mine in the past in creating facilities for pupils of rich and abundant life at school, I find the announcement at the beginning of the school year of the new educational reforms too sudden for me to catch up the spirit and plan the execution of the several activities with vigour and in entirety. In organising extra-curricular activities, care has to be taken to see that the examination ideal and the citizen building ideal are harmonised; for if the school is not efficient from the stand-point of producing good results in examinations, the public at large will not allow teachers to be indulging in the pastime of sharing enjoyment with pupils in extra mural activities. Again, the staff should not feel themselves at sea and bewildered in the wilderness of activities. It is not prudent to approach often the public or the management or the students for financing the

several activities. A self-contained and self-reliant agency for co ordinating and integrating the activities of a modern high school is a desideratum. I found the Students' Cultural Association a suitable agency. After working for about seven or eight years, I codified the aims and objectives of the Students' Cultural Association for incorporation in the byelaws of the Association. It would be seen that the objectives realised have been comprehensive and were carried out with a subscription of annas eight per term from pupils of the higher forms, and of annas four per term from those in the lower forms. I give below the aims of the Association with explanatory notes in brackets.

"The Students' Cultural Association shall function with a view to:—

(a) developing the literacy and debating abilities of pupils by holding meetings, debates, parliamentary sessions, and subscribing for dailies, magazines and periodicals. (This is the normal function of all students' associations in schools. The journals, subscribed for during the past two decades have been kept in bound volumes in the school library).

(b) discerning and developing the histrionic talents of pupils by arranging to enact farces, dramas, and (The dramas or farces are enacted on the occasion of the school anniversary).

(c) cultivating aesthetic faculties of pupils by holding competitions in music, fine arts and awarding prizes (Scores of boys and girls used to compete for the music competitions).

(d) promoting the spirit of self-reliance, pluck and adventure by arranging camps, hiking expeditions, excursions (The deficits incurred in the conduct of camps and excursions are borne from the funds of the Association).

(e) organising indigenous physical culture demonstrations, in order to

inculcate the sense of manliness and pride in physical strength endurance and skill and awarding prizes in inter-class tournaments, and annual school sports (We have not gone to the public for giving prizes for sporting and athletic activities).

(f) promoting the economic capacities of pupils by giving facilities for the practice of hobbies, and awarding prizes for craft-work (It was possible to conduct the experiment of "Hobbies-for-All" with about 800 pupils by helping the instructor with supply of raw materials for craft-work of a varied nature).

(g) awakening the instinct of sympathy for the poor and the suffering by organising social service activities on an individual or collective basis, and co-operating with social services organisations (The services of school scouts had been called for on several occasions, and the expenses of the scouts on service outside were met from the funds of the Students' Association, and the social service activities of the school have been set forth in September issue 1943 of "Teaching").

(h) cultivating the sense of humour and interest in the lighter side of life, by arranging mimicry, ventriloquism-performances, camp fires (No subscriptions are raised to pay the performers of mimicry and the cost of firewood for the camp fires at which the whole school had participated was borne from the funds of the Students' Association).

(i) emphasising the value of culture, and all round culture in life

(j) helping in students' common needs, imparting training in citizenship by co operating with the Scout, Junior Red-Cross and other educational movements, (The expenses for holding night classes for VI Form pupils, and the entire expenses in connection with Scouting and Junior Red-Cross work are borne from the funds of the Students' association; no subscription is collected from scouts; the common scout equipment is provided for from these funds)

(k) and forming a library of its own and adding to the school library books and pamphlets of topical interest, and conducive to their intellectual, moral and spiritual awakening". (It may be mentioned with pride that the volumes published by the Home Library club, Oxford pamphlets, Sunday Times pamphlets, Congress pamphlets, and other useful pamphlets have been added to the school library).

Welter or confusion may prevail in the organisation of activities prescribed under the scheme of educational reorganisation unless they are integrated in some form or other with the aid of a common financial pool. This co-ordinating organisation must be in tune with the spirit of the new scheme and must therefore function through student democracy. I commend to the educational world my experiments with the Students' Cultural Association for integrating and co-ordinating the several activities outside the class-room which have to secure adequate finance without further taxing the slender resources of students and parents and which should be planned and executed to make our youths imbibe the Culture of "The True, The Good and The Beautiful". My educational work in this institution other than actual teaching would be worth nothing if I had not had althrough a free hand in guiding and administering the affairs of the Students' Cultural Association. The students have owed the stimulus to all-round culture and some of the happiest and most precious moments of their school-life to the manifold instructive and invigorating work of their association. It is, in fact, through the Students' Cultural Association that education in this institution has been, in the words of Dr. Rabindranath Tagore, kept "in close association with the complete life of man,—physical, intellectual, social, economic, aesthetic, moral and spiritual".



## GLEANINGS

Some of our children will not play with others at recess time. What should we do about this?

Complete and free participation in play with other children is a normal, natural activity of the inwardly secure and well-adjusted child. It indicates enough freedom from self, that he or she can also take part in the life of others, thus becoming a member of a social group.

In any group of children there are likely to be some who have not achieved such independence and the hanger-on in group games and activities of all kinds is not a peculiarity of war-devastated countries. The disruptions of war, however, have caused a marked increase in socially unadjusted children, and a consequent number who cannot participate in group life.

Cases of children at any age who do not play with others bear investigation, but those of boys and girls around the ages of ten to twelve need particular notice, for that is the period of maximum play when the cases of inability to play tend to be fewest and therefore most acute.

The factors at any period which cause withdrawal from play activities are varied, but for the sake of simplicity, they may be classified under the following categories:—

First of all, non-participation may be due to fatigue, apathy, listlessness, inertia—the direct result of lack of good nutrition or a properly balanced diet. Noticeable and remarkably fast recovery has been noted in many countries when there was even a slight increase in food rations or in special allotments of vitamins, milk or cod liver oil.

Secondly, this reaction may be due to emotional fatigue. Children who have lost their parents or have failed to achieve a proper amount of personal security, are likely to develop a form of psychological paralysis, and to withdraw from group activities into their own inner world. They are afraid of

new situations for fear they will not do well in them, and will be ridiculed or receive rebuffs from others. Their self-protection is to refuse to participate.

Understanding teachers can help provide situations where these children can participate successfully in the life of the group, and thereby achieve self-confidence. Often the teacher can enlist the support of socially secure pupils in encouraging such unhappy children to be drawn into the group. Sometimes the damage done to the child has already been so great that it will take a long time and careful and sympathetic handling to recover even in part. Teachers should not be too discouraged if their efforts do not show rapid results.

A third cause for such action may be rebellion against too much organized activity. Boys and girls who are achieving a sense of independence often resent the adult controls which are placed upon them and rebel in one way or another against them. If such cases are frequent, it may indicate an overabundance of adult leadership with boys and girls who have been on their own at an earlier age due to the war. Here teaching methods will have to be adapted to the accelerated maturity of school children and more free play and student-organized activity developed.

In the fourth place, unwillingness to join in the activities of the group may indicate a real desire to be alone. This has been particularly evident in groups which have been herded together for long periods and have had little opportunity to be alone. This is a natural hunger and should be satisfied. Insistence that such persons join in the group activities will probably do more harm than good.

Lastly, such behaviour may result from an over-zealous desire to learn and the belief that play is a silly waste of time and energy. Hence the teacher has the task of patiently and logically trying to persuade the boy or girl of the importance of well-rounded living and the necessity of keeping physically fit in



order to learn more rapidly. There is much truth in the old adage that "all work and no play makes Jack a dull boy", even if it is difficult to persuade such students of its truth. Often this apparent desire to learn more is a rationalization of a fear of participating in the life of the group: the child does not wish to admit this fact, so justifies his action by the apparently more noble thought of wanting to spend the time in learning. This is a common form of compensation.

Such action as has been described here, is particularly noticeable in war-devastated countries, but it is not peculiar to such areas. In any group of boys and girls in any part of the world there are those who do not participate fully in the life of the group. Teachers will want to work on this problem but not worry unduly if they do not achieve complete success. —(From *'The Teacher and the Postwar Child'*)

#### Environment in Adult Education

In the hands of a skilled teacher a technique which throws greater responsibility on the student for finding things out for himself should be welcomed. But the greatest single contribution to making adult education more attractive is not with the student or the teachers. It is really a question of the environment in which the work is carried on. Comfortably furnished rooms with the amenities which reasonably minded adults now demand would do more to make adult education attractive than anything else. With the easily attained allurements of the wireless and the comfort of the modern cinema, the average citizen has to be very keen about education to be attracted to the infant desk of the half-hearted and badly lit primary school, or even the hard and narrow desk of the secondary school. We want to attract not only those who are keen but the ninety and nine who have, so far, shown no keenness at all.—(Page 36, *The Highway*, December, 1948.)

#### The best pupils do not succeed

"One of my strongest convictions," replied Sir John, "is that the best

pupils, the most intelligent, do not succeed best in passing examinations. Those who fail are very often the ones most worth educating. I never knew what it was myself to fail in any examination, as a youngster, but I could never take credit to myself for passing, because I knew it was so largely due to a feat of memory. In this unfortunate system memory is much more important than understanding. But I see no alternative to competitive examinations for the schools generally. But for these tests education would mean merely individual attention to each scholar: all very well, but not practical politics. Sometimes, owing to the zeal of a teacher, some special work is done with special pupils, not necessarily for an examination; but that is apart from the general rule. I remember how my schoolmaster in Glasgow used to take me and two or three other pupils three-quarters of an hour before school-time in mathematics because we were well ahead of the rest, and he wanted to teach us more."

"It seems that we want some very flexible system which could enable teachers to develop in any way he or she thought desirable the special, individual qualities of those under their tuition. Certainly we need to get much smaller classes in the schools to make such work possible. Mass education anyhow is very undesirable, and gives the individual too little opportunity of showing exceptional capacity."

"I think I have always been aware of the teacher's severe handicaps in our society. Something of this realisation has always been behind my sense of the need for the extramural education which made me try to popularise education at home."—(Page 607, *The Schoolmaster and Woman Teacher's Chronicle*, 9-12-1948.)

#### Parents in relation to Schools in Denmark

A new and definite status is about to be given to parents in relation to the schools in Denmark. The Danish Parliament has before it a Bill, introduced by the Minister of Education, altering the law relating to the control of schools.

Hitherto the schools have been the responsibility of the municipalities. The borough or rural authorities provide the schools and supervise them, subject to oversight by local education committees and the Ministry of Education. They receive grants from the national Exchequer, the amount in the case of teachers' salaries being one-half. Under the new Bill, which is expected to pass into law in the next few weeks, the municipal committees which have hitherto controlled the internal work of the schools are to undergo a revolutionary change in composition. Only a minority of their members will be representatives of the municipality; the majority are to be elected by the parents. This introduction of the parent element may be applied also to individual schools, this depending on the willingness of the municipality to agree to a parents' council for each school.—(Page 634, *The Schoolmaster and Woman Teacher's Chronicle*, 16-12-1948.)

### Mass Education in Nigeria

In the wilder parts of Nigeria live many people whose lives are spent so far from the more progressive centres of their country that they have fallen behind in education and general development. But they have not been forgotten and schemes are in hand to bring them up to a comparable standard of literacy and progress with that of their fellow-countrymen. An example of this is the mass education campaign in Udi, Northern Nigeria, which is likely to be taken as a model for similar campaigns in other parts of Africa. In Udi, mass literacy is not regarded as an end in itself but is used as a means of awakening an interest in all things which go to produce better living conditions. The people are being taught the value of roads, schools, co-operatives, medical services, and are encouraged to provide these for themselves.

Experiments in mass education were started in Ogwofia village, Udi village,

and two other villages in 1943. At first all teaching was voluntary. Clerks, police constables, educated labourers and schoolboys acted as teachers. Everybody is encouraged to learn, so that in one class there may be infants, their parents and their grandparents. Shortly after the scheme started there were 300 adults learning how to read and write, history, geography and simple arithmetic.

The people started a fund to buy school materials, and to help swell the fund they built by voluntary labour a co-operative consumers' shop. Altogether, Ogwofia built a reading room, a sub-dispensary, maternity home, model latrines, incinerator, and a small temporary market. The people have submitted to a leprosy survey and are co-operating in health work.

—(Page 5, *Today*, number fifteen.)

(Continued from Page 73)

libraries and clubs can provide for other kinds of reading material.

It was a Chicago broadcast that gave many years ago the motto "Education and recreation united they stand, divided they fall". There is need to organise Adults' Clubs in every village and every ward of towns in India and spread knowledge and literacy through them in a pleasant way. While children of school-going age are about 14% of the population adults form about 70%. Hence the spread of literacy among adults is a much bigger job. While teachers are not available for child education in adequate numbers it is no use depending on teachers to do the whole work among adults. Let the literates everywhere mobilise themselves, form local adults' clubs and spend as much time there as they can spare in teaching illiterates and semiliterates and that way help in putting down ignorance and poverty.

# EDUCATION IN THE MADRAS LEGISLATURE (JAN. 1949)

## Admission to Colleges

In a written answer to Mr. K. Bhashyam's question on Jan. 10 the Education Minister placed on the table of the Assembly details regarding admission to colleges.

The Minister stated that no instructions, verbal or secret, were given to the Principals of colleges to observe strictly the communal ratio for admissions to colleges, applicable to service in Government and to ignore the suitability of candidates for science courses.

The number of applications received for admission to the Presidency College and the number actually admitted according to communities this year were as follows: Brahmins, 698 and 185; Non-Brahmins, 441 and 167; Backward Classes 103 and 43; Indian Christians, 112 and 54; Muslims, 41 and 18; Harijans, 7 and 5. Total, 1,402 and 472. All the seven Harijan candidates were given admission but only five joined.

## Teaching of Hindi in Schools

Replying to a question put by Mr. N. M.R. Subbaraman, Mr. B. Gopala Reddi, answering on behalf of the Education Minister, stated in the Madras Assembly on Jan. 21, that so far as information was available there were 25 Hindustani Vidyalayas under private managements in the Province providing instruction for Visharad and Pracharak Diploma examinations.

The Government, the Minister further said, had so far sanctioned the payment of a grant of Rs. 8,320 in the current year towards the net cost of maintenance of nine institutions. The question of giving a grant for the maintenance of the remaining institutions was under consideration.

Mr. A. Vedaratnam Pillai asked whether it was a fact that Hindi Pandits who had already put in service for many years were asked to undergo training again. The Minister answered in the affirmative.

Mr. Abdul Majid enquired whether the Government were contemplating the

teaching of Hindi in Roman script in these institutions.—There is no such proposal under consideration.

Replying to Mr. R. V. Swaminathan, Mr. Gopala Reddi pointed out that though the question asked was about "Hindi", the Government interpreted it as Hindustani.

## Admission of Students in Pachaiyappa's College

The question whether any steps had been taken to lift the ban on the admission of Muslim and Christian students in the Pachaiyappa's College was put in the Legislative Assembly on Jan. 25, by Mr. N. M. Anwar.

The Education Minister, Mr. T. S. Avinashilingam Chetti, stated that the Government had put it to the authorities of the Pachaiyappa's College that they should take steps to admit all communities in the institution. In fact, they would be paid grants subject to such alteration in the rules of admission. "I believe," the Minister added, "that the authorities of the College are also moving in that direction."

Mr. Avinashilingam, in reply to the interpellation, said that all Harijan students who applied for admission into the various classes in the Pachaiyappa's College had been admitted without any restriction this year.

## Fee Concessions to Harijan Students

Replying to a question, asked by Mr. S. Nagappa, the Minister for Education stated that under the Madras Education Rules, Harijan pupils were granted full fee concession in all secondary schools and Arts and Professional Colleges. The Education Department had also got a scheme of scholarships for these institutions and the scholarships were open to pupils belonging to all communities including Harijans.

The Labour Department awarded scholarships, residential and non-residential, to Harijan pupils undertaking ordinary and special courses of study including professional and commercial



courses. Boarding grants were also sanctioned by the Labour Department for the benefit of the eligible communities.

In elementary schools under all managements no fee was levied from girls whose parents or guardians were so poor that the grant of this concession was necessary to enable them to continue their studies. The question of making it obligatory on the part of managements of elementary schools, both private and public, to admit Harijan pupils free was under the consideration of Government.

**The Aided Training Schools' Headmasters' Association of the Andhra Desha.**

The Association met at Bhimavaram on 28-9-1948 in the U. L. C. M. High School premises under the convenership of Mr. C. Elisha, B.A., L.T., Headmaster and Correspondent, London Mission Secondary Training School, Cuddapah.

14 members were present representing all centres.

The following resolutions were passed:—

1. *Basic Education*:—The Association adopted the policy of the Government to convert the existing Training Schools into Basic Training Schools, and agreed to depute teachers for training under this system. For this reason, the Headmasters of the 18 Schools paid a visit to the Government Basic Training School at Pentapadu and spent a full day (on 27-9-1948) in studying in person the daily routine of work. The Headmaster, Mr. Venkataswami, M.A., L.T., kindly explained to the group everything in detail.

(a) *Deputing L. T. Teachers in March*:—In G. O. Ms. No. 953 Education dated 22-4-1948, the Government decided that L. T. Teachers should be retrained in Basic Education for four months commencing from December. The Association after much thought, reiterated its resolution of May 1948, namely that in view of the impossibility of securing substitutes in the middle of a school year for a period of four

months, the training period should commence from March. This has the advantage that the school work could be carried during that period without the employment of substitutes, which is a great saving both to the Management and to the Government. It might be argued that the Elementary Schools which form the practising section for the Basic Training School would be closed for summer but usually they work for two months in March and April.

(b) *Reduction of the period of training*:—In view of the fact that most of the teachers of training schools are teachers of experience, the Association resolved to request the Government to reduce the course to three months, making it more intensive if necessary. It had every confidence to believe that the spirit of the Basic Education could be "CAUGHT", rather than "TAUGHT", within that period.

(c) *Special treatment to Headmasters*:—It was pointed that almost all the Headmasters and Headmistresses were experienced senior persons on the staff and that good many of them were also the Managers and Principals of big training institutions with more than four classes and as such, that it was not ordinarily possible for them to be away for more than a month, without detriment to their work.

The Association therefore resolved to request the Government to give a special course to Headmasters for a period not exceeding one month and also to exempt them from any training course such of the Headmasters who have already visited Basic Educational centres like Wardha, Perianayakampalem, Pentapadu etc. and got themselves acquainted with the spirit and work of Basic Education.

(d) *Age restriction of retrainees*:—The Government have prescribed that the teachers deputed for Basic training should not exceed 40 years of age but it is strange to find that the majority of teachers in Aided training schools are over 40 years, of course, including the headmaster. The Association therefore

resolved that there be no age restriction, so long as the teachers are physically strong to stand the strain of the course.

**2. Teaching Grants and Dearness Allowance:**—Training schools do not have any source of income as the high schools; but they are asked to adopt the Local Board Scales and Dearness Allowance at revised rates. The Managements of the training schools are forced to bear very heavy financial responsibility. The Aided training schools are economically conducted compared with the Government training schools. High schools can enhance the rate of school fees and collect even ten instalments a year but for the assessment of teaching grant, the Government would reckon only eight instalments of fees. Yet, the training schools are treated exactly like high schools to receive a teaching grant of  $\frac{2}{3}$  of the expenditure and one half of the Dearness allowance.

The Association very strongly reiterated its May resolution, namely, the Government be requested (a) to give  $\frac{3}{4}$  of the expenditure as teaching grant and (b) to pay the full Dearness Allowance. From the financial point of view, training schools have to be treated differently from high schools.

**3. Staff of the Training Schools:**—In high schools, the Government have permitted one more teacher, excluding technical teachers, than the number of classes in the school and the headmaster is considered to be an extra teacher. But unfortunately training schools are allowed to have as many teachers as there are classes. The headmaster in spite of additional duties such as supervision, executive work etc. is treated as any other assistant. By so doing the headmaster is fully overloaded with teaching work to the extent of about 25 periods and this is rather difficult and the effective supervision which is very essential for the efficiency of the school is not possible. We request the Government to treat the headmasters of training schools in the same way as the headmasters of high schools.

**4. Conducting T. S. L. C. Examinations:**—The conducting of T. S. L. C.

Examination is as much a responsible work as conducting the S. S. L. C. Examination. But neither the superintendents nor clerks nor even peons of training schools are given any remuneration, while in the high schools it is not so. The Association reiterates its former request to give remuneration to those in the training schools also for the service rendered and it considers it to be legitimate.

**5. Difference in the Salary of the Headmasters of Higher Elementary Grade and Secondary Grade Training Schools:**—The salary of the headmaster of a Secondary Training school is treated on a par with that of a high school and the salary of the headmaster of an Elementary training school on a par with that of a middle school. The Association felt that such distinction should not be made for the following reasons.

(1) The nature of work of the headmasters of Elementary and Secondary training schools is almost the same and the responsibilities same.

(2) All teachers of an Elementary Training School should be graduate trained teachers, unlike Middle Schools, and they have to be controlled by the Headmaster.

(3) The students of an Elementary training school, are not small children as in the case of Middle schools, and consequently greater responsibilities are devolved on the Headmaster.

(4) The Headmaster has greater responsibilities than that of a Middle school, as he has to handle Government Stipends.

(5) The Government do not observe this distinction in their own institutions (i.e.) the salary of the Headmaster of a Government Higher Elementary training school is not lower than that of a Secondary training school except for the allowance.

**6. Agreements or Bonds of Training Students:**—The Association reiterated its May resolution that the Government Education Department be entrusted with the work of enforcing the agreements.

7. *Membership of Government Committees*:—The Association resolved to request the Government to give more representation to Aided Institutions on committees like Text Book Committee and T.S.L.C. Board, for comparatively the Aided institutions have a low representation.

8. *Requisition of School Property Bill*:—Resolved that enough of provision has been made in the Madras Educational Rules and hence the bill be not enforced.

9. *The Endowment Bill*:—While it is desirable that there should be Endowment for the sound financial position of the newly developing institutions under individual and committee managements, the Association resolved to request the Government that well organised and well-established and Registered Bodies be not restricted by the Rs. 35,000 endowment, when they want to open some more institutions. All along, these registered bodies have been efficiently managing not only in the imparting of instruction but in the financial management too. But by this rule of Rs. 35,000 Endowment, many bodies will not be forthcoming to open institutions in view of the huge amount of endowment needed. The Rs. 35,000 endowment sets a bar to the furtherance of education in our Free India.

10. *Scale of Salary for Drawing Teachers*:—The Government have fixed the same scale of salary (40–1½–70, for the Higher Grade Certificate holder and the Group Certificate holder. Since the scale is same for both it is not serving as an impetus to the Drawing teacher to take Group Certificate Examination. Further the qualification of a drawing master for the Secondary Training school has been fixed as the Group Certificate in drawing but his salary scale is the same as that of a teacher possessing the Higher Examination Certificate which is anomalous. The Association resolved to request the Government to fix a reasonable scale for the Group Certificate holders, for example, Rs. 60–4–100.

11. *Pre-Vocational Instructors*:—In Higher Elementary Schools the unquali-

fied pre-vocational instructors are paid a grant at the rate of Rs. 10 per month for ten months with Dearness Allowance for ten months. It is extremely difficult to secure qualified teachers in wood work, weaving, tailoring, etc. at the present time and their demands also are very high. Even artisans who are considered to be unqualified by the Government are earning wages up to Rs. 3 per day. The Association therefore resolved to request the Government to assess a professional artisan at his wage earning capacity but not at the miserable rate of Rs. 10 per month and to pay the Dearness Allowance accordingly for the full year; if this is not done, the Higher Elementary schools will have to function without prevocational instructors.

12. *Recommendation to Managements*:—The Association felt it desirable to bring to the notice of the Managements that the new Government Teaching Grant (two-thirds of the expenditure) is conditioned on the payment to teachers (a) the new salary scales (b) the revised dearness allowance and (c) the allowance to headmasters and headmistresses depending on the strength of the school. The Managements are therefore requested to put the above into force, if they have not done already.

13. The Association appointed the following sub-committee to interview the Educational Authorities on matters mentioned above and other relevant topics.

1. Miss M. Pothan, M.A., L.T.
2. Miss Thangam Devasahayam, B.A., L.T.
3. Mr. B. E. Devaraj, M.A., L.T.
4. Mr. M. Devasahayam, B.A., B.ED.
5. Mr. C. Elisha, B.A., L.T.,  
(Convenor).

The meeting came to a close with a vote of thanks to Mr. and Mrs. V. Moses for the kind entertainment and hospitality. At about 3-30 p.m. the group proceeded to pay a visit to the Local Bhimavaram College.

L.M.S. Tng. School, Cuddapah. C. ELISHA,  
Convenor.



# THE XXIV ALL INDIA EDUCATIONAL CONFERENCE

## MYSORE

### EXTRACTS FROM WELCOME SPEECH OF

SRI D. H. CHANDRASEKHARAIYA, B.A., LL.B.

*Minister for Education in Mysore and Chairman, Reception Committee*

A new stage for fresh and vigorous efforts in the field of education was set when India attained Independence. All honour and glory unto those who suffered and sacrificed in the country's cause under the great leadership of Mahatma Gandhi who was an unrivalled world teacher and an eminent educationist and who, to our ill-luck, is no more with us in mortal form. The new Government which came into existence on 15th Aug. 1947 has been strenuously toiling to reconstruct our national life in its several aspects and bearings. As far as the educational sphere is concerned, the earliest statements of policy and programme of the national Government were made at the time of the XIV meeting of the Central Advisory Board of Education held in January 1948 and at the All India Educational Conference which followed it and to which I had been invited. A reference to the addresses delivered by the two great leaders, viz., Hon'ble the Prime Minister of India and Hon'ble the Education Minister, on those occasions will convince any one as to how they acknowledged the importance of education in re-building the nation, urged the necessity for changing the entire basis of education in keeping with the great changes that had taken place in the country, referred to the problems to be tackled, exhorted promptness and courage in all action and finally pledged the support of the Government in reaching the goal set before the nation. Any one who read or listened to those speeches could not have but felt supreme joy and satisfaction over the prospects then held forth.

\* \* \*

The problems of education and the attempts made to solve them in different parts of India are too well-known

to need any elaborate remarks at my hands. Of them, the very first is the problem of wiping out illiteracy which is so widespread and gigantic in India and which should receive the earliest consideration of any Government worth the name. Leaving aside for the moment the question of educating children below the age of six years, the education of children of age groups 6 to 14 and of the adults should claim utmost priority in any educational reconstruction. As far as the Government of India is concerned, Delhi has been selected, as a centrally administered area for the introduction of the programmes of Basic Education and Social Education so as to serve as a model for the rest of the country. The ways and methods adopted there are well worth our study. It is stated that the Provincial and State Governments will be called upon to prepare plans of Social Education for attaining 50 per cent literacy within a period of three years, that the Central Government will bear 50 per cent of the expenditure involved and that these plans will be launched on January 1st, 1949. If these suggestions have taken any definite shape so far, it is really a very welcome and encouraging move on the part of the Central Government.

\* \* \*

Another important aspect which every developmental plan should take note of, concerns the preservation and improvement of our cultural heritage. In regard to this, the plans prepared by the Central Government for establishing a Cultural Trust with three separate Academies are well-known. Proposals for strengthening the Archaeological Survey of India, for extending the scope and activities of the National Archives and

(Continued on Page 87)

## TEACHER EDUCATION\*

Sri K. NARAYANAN, M.A., L.T., M.ED., Delaware (U. S. A.)

*Secretary, Ramnad District Headmasters' Association, Muslim High School  
Abiramam, South India*

No problem is of greater importance today that the problem of the selection of teachers for training. The teacher is the major mainspring to educational activity and as such the success of any scheme of education, however mightily conceived and worked out, depends on the teacher. Not infrequently do we find misfits in the profession, and the entry of misfits will doubtless torpedo any scheme of education. Hence greatest care is to be exercised in the recruitment of teachers. Very often we find people entering the profession by sheer force of circumstances and that too at the age of thirty-five or even forty. After getting themselves trained, they find their colleagues aged about twenty-five, drawing the same salary as they get or experienced teachers of their age getting more than they get. Naturally they are disgruntled. An aged disgruntled teacher is a positive nuisance to educational progress. Hence it is most necessary that an age limit for entry into the profession should be definitely fixed and no exemption of any kind under whatever circumstances should be granted. I would suggest that the age be fixed at *Twenty-five* for graduates and *Eighteen* for Matriculates.

Candidates of high academic distinctions and attainments should be chosen. Only those who have secured at least a second class, that is between 50% and 59%, should be preferred, irrespective of caste, creed or community.

Candidates chosen should be of a robust constitution with a clear voice and an amiable personality. Both mentally and physically they should be strong, so that their teaching may be vitalised and made meaningful and real.

Physically handicapped such as the half blind and the deaf should not be chosen.

The basis of selection for training is another point of interest. The teacher candidates should possess an aptitude for teaching. They should have an innate love of teaching. How to gauge this is a very real problem. But this is capable of easy solution. It should be firmly insisted upon that every candidate should have put in at least a year's teaching experience, and that the candidate should produce a certificate of fitness for the profession from the Head of the Institution he has served. Before giving the certificate, the Head of the Institution should satisfy himself that the teacher is within the age limit, and has physical and mental health, and above all is likely to prove a good teacher of very good character. During this period of teaching experience, every candidate should be required to acquaint himself with the basic principles of education, general methods of teaching and school organisation, and to give at least three model lessons just before the certificate of fitness for the profession is issued by the Head of the Institution.

Above all the candidates must be interviewed. At the interview the mental agility and the personality of the candidates should be assessed.

An entrance test, if necessary, may be held. In this connection it is very interesting to note what is done at Land Niedersachsen in Germany.

One of the most difficult problems confronting higher education in Germany is the disproportion of candidates to vacancies. For the teacher training colleges there are ten applications to every place available. Germany educationists are fully aware of the key

\* A paper read at the All-India Educational Conference, Mysore, December, 1948.

position held by these colleges in German reconstruction and special care is lavished on the entrance examinations. All applications are first sifted for political suitability and eligibility according to entrance regulations. Those who are eventually selected are examined for a day in groups of about 25. First candidates write an essay on one of three subjects—educational, sociological, or general. Some character searching questions must also be answered. What profession would you on no account enter, and why? What book or play has made an impression on you, and why?

Secondly there is a practical examination in gymnastics, music, art, and activity with children. The examination in the gym is a typically German affair. Students are tested not for individual performance, but for general agility and aptitude. They run round the gym to show their paces, perform any vault they care to name over the horse, balance on a bar, and heave the medicine ball to each other. For music, which is to sort out the stone deaf and the specially gifted, they sing a folksong and play on a musical instrument. This is regarded as extremely important.

In arts and crafts the students are left for an hour to show their paces. Results vary from polished illustrations to grisly outlines in black pencil, from matchbox villages to New Year cards in the worst possible taste. The examiners look for a mentality likely to appeal to children and one that is capable of development. A silhouette cut-out of gnomes, a form of art in which Germans excel, was specially commended by one examiner as "made with love." Most interesting is the activity with children. A candidate is given half a dozen children, aged eight or nine years, and must keep them happy for, in one college, 20 minutes, in another one hour. A compromise of 40 minutes

would probably have been better. The German tendency to sing naturally helps to pass the time. Games, painting, reading, folding paper, and story-telling are among the most popular pastimes. The candidate is expected to be quiet and natural—not the schoolmaster or the benevolent uncle.

After the practical examinations students appear in threes before the assembled staff or before two of them. They are given a theme for discussion and are told to discuss it among themselves. Marks are given for quickness and intelligence, but above all for character. Subjects are of general interest and need not be educational. "Should pictures be photographic or artistic?" "How far should a teacher be dramatic?" "Should women have equal rights with men?" are typical subjects. This part of the examination is either purely discussion among the students or else the examiners interject questions of fact and general knowledge.

At a combined sitting of the staff the candidates are sorted out on the results of the marking as suitable for immediate acceptance unsuitable and rejected, and for further interview. Of each group of 25 probably five are accepted immediately, and half a dozen rejected. Those selected for further interview are given half an hour's talk with one or two members of the staff who have not previously tested them. Finally the 500 applicants are whittled down and the 50 best selected for the college. India can usefully adopt this method with suitable modifications.

All these principles of selection for teacher training,—nay effective precautions,—will certainly ensure that intending teachers before being admitted to Training schools or colleges are *prima facie* likely to make good. Any scheme can be worked out very successfully with such teachers and India can have a glorious future.



# SECONDARY AND VOCATIONAL EDUCATION

A. SESA IYENGAR, M.A., B.T.

*Local Secretary, Secondary & Vocational Education Section*

This section of the All India Educational Conference commenced a few minutes after 10 A.M. Dr. M. Siddalingaiah, M.A., Ph.D. (Col), Principal, Teachers' College, Mysore, presided. The popularity of the section is borne out by the fact that the gathering in the hall was very large.

The distinguished President chose as the theme of his address 'Education for Life.' The main line of his thought was that the teacher should always be alive to the needs of the children. "The sight of the children in the school always faces me," he said. He laid great stress on the physical education for all and military training for some. Problems like Industrial Education and liquidation of unemployment are important but whatever aspects of education we think of let us not forget the paramount need to be realists. Let us talk a little less and do a little more. Let us not be slaves to the syllabus. Let the real dictator be the needs and aptitudes of the children and their sublimate. One of the most important points stressed by the learned Professor was the great need to trust the teachers. He also called upon the teacher to bend his energies to infect joy to the pupil. The President's speech was a clarion call for action. "Settle down and do something" was his advice.

The Secretary, Sri S. Natarajan, presented a brief report of the changes that have come into the world of secondary education. The recent endeavours at the improvement of the pay and prospects of the teaching profession have not borne any adequate fruit and Sri S. Natarajan drew the attention of the Conference to the apparent calm in the profession as merely the index of frustration. 'If joy is to be spread among the pupils, the teacher should have joy in himself' he said.

Professor Guha of Calcutta surveyed the problems of education and in very

eloquent terms pleaded for a re-orientation in our attitude to secondary education. "Do not look upon it as preparatory to the University or the vocations. Let it be a general education that fits in the individual to any walk of life that he may choose." The Professor argued very vehemently in favour of general High Schools with emphasis on humanities.

The papers that were presented to the Conference were varied and representative of different aspects of secondary education. They touched upon language, Science, Social Studies and Art. There were papers on problems of delinquency, Children's News Paper, Students and Socialism, Testing High School Pupil and some projects of a Middle School. Very lively discussions ensued—lively, cordial and stimulating.

Resolutions were then taken up and the following resolutions were passed:

1. This Conference welcomes the bifurcation in the course of studies and urges upon the Governments to treat the certificates issued on the completion of Pre-Technical Course as eligible for corresponding university course of studies.

2. This Conference urges that the recommendations of the Central Pay Commission in respect of salaries of teachers be given effect to by all Provincial and State Governments in all the schools in their Provinces or States.

3. This Conference views with regret the growing tendency to increase the strength of pupils per class and strongly urges legislation prescribing the maximum strength in any section of a Class or Form or Standard in a Secondary School at 35.

4. This Conference is of the opinion that adequate provisions for School Buildings must be made by all State and Provincial Governments and it recommends to the Federal Governments to

liberally aid the Provinces with Grants-in-aid and loans for the purpose of providing all the schools with adequate accommodation.

5. This Conference recommends that in each district there should be at least one multi-purpose school providing instruction in academic and technical courses and that every such school be provided with a hostel.

*List of Papers Read*

(i) 'Scope and Function of Secondary Education'—Prof. P. K. Guha, Vice-Principal, Surendranath College, Calcutta.

(ii) 'The Language Problem in Secondary Education'—Mrs. K. George, Inspectress of Schools, Trichur.

(iii) 'English in the Secondary Schools of Free India'—Sri. C. D. Govinda Rao, M.A., B.T., Lecturer in English, Maharaja's College, Mysore.

(iv) 'The New Madras Education Scheme'—Sri. K. Narayanan, M.A., L.T., S.T.C., M.Ed. (Delaware, U.S.A.)

(v) 'Social Studies in Secondary Education'—Sri. A. Seshiengar, M.A., B.T., Asst. Master, Practising High School, Teachers' College, Mysore.

(vi) 'Reorientation of the Biology Syllabus in the High Schools'—Sri. K. S. Rajiengar, M.Sc., B.T., Asst. Master, Maharaja's High School, Mysore.

(vii) 'Art in Education'—Sri. J. G. Ghanekar, Drawing Master, Women's Training College, Mysore.

(viii) 'Educational values of the Art of Music'—Sri. Sangeethabhushana, M. A. Narasimha Chari.

(ix) 'The Place of Music in Education'—Sri. Ghanabhaskara R. K. Srikanthan, B.A.

(x) 'Industrial Bias in Education'—Sri. K. Kumar, Superintendent, Pratap Industrial School, Andheri, Bombay.

(xi) 'Teaching of Indian Culture in the Secondary Schools'—Sri. N. Rama Rao, B.A., B.T., Inspector of Schools, Gulur.

(xii) 'Some projects of a Middle School'—Sri. H. Nagesa Rao, Practising Middle School, Teachers' College, Mysore.

(xiii) 'Delinquency among High School Pupils'—Sri. S. Krishnappa, M.A., B.T., Asst. Master, Practising High School, Teachers' College, Mysore.

(xiv) 'Testing Secondary School Children'—Sri. D. Sivaramiah, B.A., B.T., M.Ed., M.R.S.T., Headmaster, Dist. Normal School, Bangalore.

(xv) 'High School Pupils and Social Service'—Sri. M. A. Srinivasan, B.Sc., LL.B., B.T., Headmaster, Goribidanur High School.

*(Continued from page 83)*

for establishing a National Museum are of immense interest to one and all of us. The life of a civilised nation is intimately bound up with its cultural progress and India with its vast cultural attainments and traditions has an extensive field for work.

\* \* \*

In all our efforts to improve and expand our educational facilities, the days when each Province and State stood alone and each organisation, official and non-official, worked on a mutually exclusive basis, are gone for ever. Time has come when all parts of the country and all Governments and organisations should pool their resources and go forward with courage and deter-

mination to attain the highest level in education and culture within the shortest time possible.

\* \* \*

My faith in the efficacy of proper education to cure the ills of this world is as deep as the ocean. I have often thought that the only hope for the future of mankind consists in developing the UNESCO and organising its work on all fronts so as to bring about union of hearts and minds of men and women in all countries. India has always stood and lived for peace, truth and non-violence and Mahatma Gandhiji's life and achievements bear magnificent witness to it. May India's glorious name and teachings be proclaimed once again throughout the length and breadth of this world!

# NEWS AND VIEWS FROM FAR AND NEAR

## ALLAHABAD

### Selective Conscription

"The spread of education in our country cannot be achieved and our target of universal compulsory primary education for all and an adequate secondary education for those who have the mental capacity to profit by it cannot be reached unless we solve the vexing problem of providing an army of proper teachers", declared Mr. T. K. N. Menon, the Principal of the Baroda Training College delivering his presidential address at the Psychology and Educational Science Section of the 36th session of the Indian Science Congress here on 4th January on "Teachers and Educational Reconstruction." Mr. Menon urged that there should be a "selective conscription" of educated men with the aid of psychologists.

Mr. Menon said that the minimum requirements of educational expansion in the Indian Union would require about 2.8 million additional teachers and to raise this army of teachers, some kind of conscription was inevitable. The idea of conscription had to be examined however in the light of what educational thinkers and systems down the ages had advocated as the essential requirements of teachers and the modern researches conducted to fix the qualities and traits needed for success in teaching. Educational thinkers and systems here and abroad had stressed the importance of certain qualities of which intelligence, knowledge, character and personality traits and professional skill were indispensable. Modern researches had shown that to be successful, a teacher should have personal, professional, physical and mental equipments and also a cultural background, emotional stability and social adjustment. The Baroda studies of the teacher also confirm this view, added Mr. Menon.

Conscription of all matriculates and graduates as teachers in the sense in which the term conscription was generally employed was therefore a dangerous proposition, he said. Even

for an emergency we should have only a "selective conscription" in which at least emotional stability and social adjustment should be stressed, it being granted that matriculates and graduates have the necessary mental equipment.

Mr. Menon suggested that the proposed Central Institute of Applied Psychology in collaboration with the other Institutes and Training Colleges would be able to help this selection through tests to be formulated, and then Governments could conscript the selected candidates. The candidates so recruited by "selective conscription" should be given an emergency training.

The existing training institutions with suitable additions and adjustments of staff and with the aid of selected high schools and trained personnel available in the country will be able to train at least the major portion of the army of teachers needed for educational expansion. A survey to find out the potentialities of the existing training institutions for this important work will be truthful in the interest of speedy and economical educational expansion, Mr. Menon concluded.

### Basic Education

The Education Minister of Govt. of India, addressing the Advisory Board of Education referred to the report of the Committee of Experts under the chairmanship of Mr. B. G. Kher, (Premier of Bombay) on free and compulsory basic education for all, and said that according to the report universal compulsory basic education could be introduced within a period of 16 years by two five-year and one six-year plans. The first five-year plan would aim at bringing such education to a major portion of the children of the country within the age group of 6 to 11, the second five-year plan would extend compulsion to the remaining children of the same age group. The six year plan would then extend the scope of compulsion to 14 so that at the end of 16 years the programme of 8 years' basic education for children between 6 and 14, as envisaged



by the Central Advisory Board would be completely realised.

The Committee also went into the question of finances and suggested that the Centre should provide 30 per cent of the expenses while the Provinces and local bodies should find the remaining 70 per cent.

Maulana Azad announced that the Ministry of Education had accepted this interim report and would try to provide funds in the next year's budget on that basis. In view of the economic and financial dangers, it had not been possible to provide for the entire amount. The Government had, however, provided funds for the training of teachers so that, as soon as the economic situation improved, they could go ahead with the programme of basic education.

### Social Education

Stressing the urgency of adult education, he said: "We want not merely literacy, but mental development of the adults so that they can take an intelligent interest in the affairs of their country and the world. The scope of adult education has, therefore, been extended and to mark this change it is proposed to call it social education in future. The Committee which was appointed to prepare a scheme of adult education for the country has submitted its report and has also suggested this change of name. The Government have generally accepted the recommendations of the Committee and I am glad to announce that, in spite of inflation and its attendant financial difficulties, we have been able to provide funds in the next year's budget for the implementation of the plan".

### Village Schools

"In order to make the programme of basic and social education one of the immediate interest and utility of the villages", the Education Minister continued, "It has been decided that the village schools will be not only places of instruction for the village children but centres of community life in the villages. They will provide instruction to children, adolescents and adults and in addition, serve as places of recrea-

tion and sport. It is also proposed to give the villagers practical training in some craft in order to improve their economic status and to organise sports and other forms of recreation for increasing their social and community sense. We have taken the help of the Ministries of Health, Labour, Information and Broadcasting and Agriculture and prepared a composite syllabus which will be gradually introduced in these schools. The following 12-point programme will give a brief indication of the aims we have in view of the scheme of social and basic education:—

The village school will be a centre of instruction, welfare work, sports and recreation for the entire village; separate times will be allotted to children, adolescents and grown-ups; certain days in the week will be reserved exclusively for girls and women; a number of motor-vans fitted with projectors and loud-speakers are being secured to visit the village schools, films and magic lantern will be shown and recordings of talks played. It is proposed that each school will be visited at least once a week; schools will be provided with radio-sets and arrangements will be made for broadcasting special programmes for school children, adolescents and grown up people in the light of the scheme of social education sketched above. About 140 sets have already been provided by the Ministry of Information and Broadcasting and more will be supplied as soon as possible; popular dramas will be organised in the schools and from time to time prizes will be given for the best plays produced; there will be provision for teaching national and community songs; arrangements will be made for giving simple instruction in some craft or industry suited to the locality; lectures will be arranged in co-operation with the Ministries of Health, Agriculture and Labour to instruct villagers in simple laws of social hygiene, methods of agriculture, cottage industries, etc., in co-operation with the Ministry of Information and Broadcasting suitable films and slides will be shown from time to time. Arrangements will also be made for

visits of public men to speak to the villagers on problems of national importance; arrangements will be made for organising group games, competitions will be held between different schools and villages and periodical exhibitions, fairs and excursions will be organised.

#### Expert committee's recommendations on secondary schools

1. The teaching of the Federal language should be started at the end of the junior basic stage and should be compulsory throughout the pre-secondary stage, but may be optional thereafter, (2) The federal language should become a compulsory subject at the secondary stage when English ceases to be the medium of instruction in universities, (3) Secondary schools should be ordinarily of the multilateral type, but where the local circumstances demand, unilateral schools should not be discouraged, (4) There should be one public examination at the end of the secondary stage and the universities may, for admission purposes lay down such conditions as they deem fit, (5) The pay and conditions of service of teachers should be the same as recommended by the C. A. B. of Education, though the scales of pay should be revised in the light of the changes that have recently taken place, (6) The period of training should not be less than one year and after every five years there should be a refresher course, (7) Youth movements, scout movements, etc., should be encouraged in all schools; and (8) Provincial Boards should be set up to advise Provincial Educational authorities on problems connected with secondary education.

The Board also decided that the recommendations of the Committee should be referred to the Secondary Education Commission when appointed, as decisions regarding those could be taken only after a full enquiry into the whole field of Secondary Education.

That Honours graduates and holders of the Master's degree or an equivalent technical degree will be regarded as competent to teach in the higher classes was another important decision taken by the Board.

#### Compulsory Primary Education

The Central Advisory Board of Education, after consideration of the report of the Committee of Ways and Means for financing educational development schemes, adopted the following resolutions:

(1) The State must undertake the responsibility of providing universal compulsory education for children of six to eleven years of age without detriment to facilitating secondary and higher education. Special attention should be given to the question of such higher studies as will be necessary for increasing the industrial and agricultural potential of the country.

(2) The basic initial salary of a trained teacher should be Rs. 40 per month on a graded scale.

(3) In view of the present emergency, the Board agreed that only for five years the teacher-pupil ratio may be one to forty, instead of one to thirty, though from the educational point of view the change would be most undesirable. The ratio one to thirty should be restored earlier if possible, but in any case the position must be reviewed at the end of five years.

(4) While the Central Advisory Board of Education is aware that the present condition of the country has compelled some of the provinces to resort to the double shift system in certain areas, the Board views that practice with disfavour and stresses that it should be given up as soon as conditions permit.

(5) Some increase in the fees in the post-compulsory stage of education may be permitted provided a substantial number of free places are available to meritorious pupils in straitened circumstances.

(6) The Government may enact that an adequate percentage of the income of charitable trusts should be allocated towards the expenses of education, provided that the Government may exempt certain specified types of trusts from the operation of such law.

### Social Education

(7) Students after passing their Matriculation or equivalent examination should, if required, serve as teachers for social education for such period and under such conditions as may be prescribed.

(8) Voluntary efforts should be encouraged for meeting the capital and recurring cost of education and voluntary organisations should be induced to run educational institutions with such assistance from the Government as feasible.

(9) Wherever conditions permit, loans should be raised for meeting the capital's cost or such part thereof as may be necessary.

(10) A fixed percentage of Central and Provincial Revenue—about 10 per cent of the Central and 20 per cent of the Provincial—should be ear-marked for education by the respective Governments.

(11) About 70 per cent of the expenditure on education should be borne by the local bodies and provinces and the remaining 30 per cent by the Centre.

(12) All contributions for education fund by the Provincial or Central Government should be exempted from income-tax.

(13) The expenditure incurred on education by industrial or business concern, the Provincial or Central Government, be treated as establishment expenses for purpose of income-tax.

### Advisory Board's Suggestion

The Board took note of the interim report of the Committee on Physical Education and suggested that in preparing its final report the Committee should keep the following two points in mind: (1) In allocation of expenditure between Central and Provincial Governments for the implementation of the programme of physical education, the contribution of Central Government should be 50 per cent and not 30 per cent, and (2) the co-operation of the Ministry of Defence should be secured for furthering the development of

physical education in the country and full benefit should be taken of the physical education schools maintained at Poona.

The Board recorded the progress made in the Central and Provincial development schemes and recommended that the pace of development of education at the Centre as well as in the Provinces should be accelerated. The Board noted that scales of pay of the teachers in some of the Provinces were still much below the scales recommended by the Central Advisory Board of Education and resolved that the Central Government should give urgent consideration to the matter and examine to what extent such Provinces need special assistance to enable them to implement the recommended scales of pay.

The Board approved the action taken by the Government of India in implementing the recommendation of the Board on the appointment of a University Education Commission. The Board generally gave its approval to the proposal for enactment of an Educational Statistical Act.

Accepting the proposal of Mr. Arayanayakam, the Board agreed that the Government of India should take immediate steps to study the scheme of basic education evolved in Sevagram and Bihar, which promises to make the schools appreciably, if not fully self-supporting.

The Board resolved that this source of financial help to be derived from the efficient working of the basic schools should also be tapped.

The report of the Adult or Social Education Committee was adopted with slight modifications. The report of the Committee recommended the launching of a social education programme which would be designed for the purpose of imparting education, to the population between the ages of 12 and 45. The report, as adopted, also recommended the setting up of a Board of Experts and Technical men to examine the provincial schemes, to recommend to the Government of India the payment of necessary



grants for their implementation, to advise and make arrangements for the preparation of literature and audio-visual aids particularly films, charts, maps etc., to co-ordinate activities of the Provincial Governments in the field of social education, to receive periodical reports of the working of this scheme in different provinces and to suggest legislation or other administrative action for mobilising students, government employees, etc., for furthering the schemes of social education.

The Board resolved that an enquiry might be made regarding the present procedure followed in the various Provinces for recording the age of school children and steps taken to evolve a uniform procedure for recording age as correctly as practicable.

The Board resolved that certificates granted at the end of the course in technical high schools should be accorded proper recognition and the Government of India and the Provincial Governments should approach the proper authorities for necessary action.

#### Aid for Technical Studies

The Board, while appreciating the steps taken by the Central Government for the development of technical education resolved to move the Government: (1) to take early decision of the question of the total grants to be paid to the existing technological institutions for strengthening and improving them, and (2) to take immediate steps to organise adequate and suitable practical training facilities for students from technical institutions.

The Board is of the view that the setting up of the Regional Committees of the All-India Council for Technical Education and the appointment of special Technical Officers for each of them are essential for the proper organisation of technical education and training.

The Board further resolved that all forms of technical education, including training in crafts and cottage industries, should be under the direct supervision of the Ministry of Education of the Government of India or the department of Education in provincial Governments.

The Board recommended the appointment of a committee to prepare a scheme for the compilation of juvenile literature.

The Board recommended that there should be at least one school, with appropriate staff, for mentally or physically handicapped children in each province.

### MADRAS

#### Reorganisation of Education

The Board of Secondary Education has approved the draft syllabuses of the various subjects in the reorganised scheme of secondary education as finalised by several sub-committees of the Board.

The Board has decided that these syllabuses should be in force till 1950-51, subject to the condition that any syllabus might be altered or modified in the light of reports based upon its actual working or practical application and with reference to the suggestions to be made by the Universities in the Presidency.

#### Scheme for Testing Pupils' Progress

The formulation of a suitable scheme for testing and recording the progress of pupils in the new activities that are part of the re-organised secondary education course is now engaging the attention of the Department of Education.

A sub-committee has been set up to consider the form of tests and to prepare "score records" for pupils in Citizenship activities, Physical Education activities, Social activities, Crafts and Technical courses.

#### Adult Education for Women

The Department of Women's Welfare, Government of Madras, is now finalising its plans for the starting and working of three Rural Adult Education Colleges for Women.

The Department has suggested that the Colleges might be located in Chidambaram in Tamil Nad, Masulipatam or Eluru in Andhra and Udipi on the West Coast.

The scheme, which has been entrusted to the Department by the Government as part of their adult education programme, is intended to provide higher educational training for persons who have had some school education already and who are anxious to improve their knowledge. The course would be part-time and would extend over two years. Classes are to be held at some convenient time either in the morning or evening. Instruction given would include elements of literature, politics, history, economics, sociology, elementary science, etc., in addition to subjects of special interest to women. A fee of Re. 1 per month would be charged for each candidate.

Detailed syllabuses for the various subjects have been approved by the Government.

**Teachers should be above want**

Inaugurating the celebrations of the Union Day of the Madras Corporation Elementary Teachers' Union on 6th Jan. Mr. K. Venkataswami Naidu said it was essential that the legitimate demands of the teachers should be conceded. He urged the authorities of the Corporation to prevail upon the Government to secure more money to pay better emoluments to teachers.

Mr. S. Ramaswami Naidu said he was one of those who strongly felt that the status of teachers should be raised, and they must be kept above want, so that they might do their work efficiently. He advised the teachers to do their work thoroughly and conscientiously and assured them that the officers of the Corporation would do their best to improve their conditions.

**Tribute to Madras School for Blind.**

A tribute of the "capable leadership" and "the quality of teaching and workmanship in vocational training" he had seen in the institutions for the Blind and the Deaf in the City of Madras and at Poonamallee, was paid by Dr. Milton J. Stauffer of the John Milton Society of New York, when he addressed a public meeting on evening of Jan. 20 at the Government Muslim College.

Dr. Stauffer said that we should "go step by step" and he was sure that

within a period of 20 years, we would have succeeded in having adequate number of schools for the handicapped.

Dr. Stauffer began by saying that he was deeply impressed with what he had seen during his visit to the institutions for the Blind and the Deaf in this City. He also paid a tribute to "the wise statesmanship" of those responsible for laying down educational policies in this part of India.

**Teacher as Diamond Cutter**

Speaking on the occasion of the opening of the new building of a corporation school on 26th Jan., the premier of Madras observed thus: Education must help to develop the latent possibilities of every child. The teacher must endeavour to rouse up what is dormant and foster what is germinating in the child's mind. To illustrate, the Premier gave the example of the diamond which at the time of extraction from the earth was dull, but acquired dazzling brilliance thereafter when cut and given a shape. Every child was a diamond like that. Children must be made to shine in life and this was only possible by the training they received at school. Teachers in schools must, therefore, look upon their work as that of the clever diamond-cutter and consider their vocation a noble one of service so that the children they train up may become good and patriotic citizens.

**Language medium in Universities**

Mr. K. M. Munshi, in an interview said that it would be suicidal if English, which has strengthened our nationalism and splendid language of scholarship throughout India, is hastily replaced by regional languages in the universities.

He said: "Our regional languages have not that literature of scholarship, which is necessary for maintaining academic standards in the universities. Adoption of regional languages as a medium in the universities would also lower the mental development of the students, as has been found from experience. More than anything else, it must not be forgotten that inter-Provincial intercourse in India, opportunities of seeking livelihood and

the maintenance of high standards in administration and in courts of law depend upon the highly developed medium throughout the whole country.

"We have, therefore, to prepare an All India medium which would gradually replace English as and when the literature of scholarship in such a language is ready. Such a language can only be Hindi, which is spoken by about 45 per cent in India and can easily be spoken and understood by another 25 per cent and which has a Sanskrit vocabulary common throughout India. About six Provinces and States and five universities are already using Hindi as the official and academic medium. A vast literature of scholarship in that language is being prepared and it would be easier to adopt this medium in the universities all over the country gradually. It will give to the graduates the same all-India outlook and facilities which English provides at present but in the south it must take time. Till then, it would be unfortunate if hasty steps are taken to displace English.

"That the adoption of English or Hindi as the medium of higher education would destroy the growth of regional language is an unfounded fear. Our regional languages grew even when English was the official and academic medium in this country. The Gujarati Sahitya Parishad which met recently at Junagadh, in my opinion, laid down the correct view that the regional language should be the medium up to the secondary standard, but at the university stage throughout English must be retained as the medium at present and replaced by the Rashtra Bhasha as and when a higher standard of literature comes into existence in that language."

#### Hindu Theological High School

At the Sixtieth Anniversary and Prize-Distribution of the Hindu Theological High School, Madras on Saturday, the 22nd of January, Mr. S. Balakrishna Joshi, Headmaster remarked:

"Let us, educators, remember that in this transition period, when we have necessarily to experiment and learn, clear thinking and co-ordinated planning

will alone help us evolve a system of education which will suit the genius and the needs of our Motherland. Ours is a great responsibility because ultimately the success of any reform depends upon the faith and fervour with which we address ourselves to our tasks."

Addressing the gathering next, Sir S. V. Ramamurthi paid a glowing tribute to the organisation and discipline of the School. In the course of his speech, he remarked:

"We have spent not only a pleasant evening but also an educative evening, participating in to-day's function. It seemed as if in the midst of the din and bustle of this crowded locality, we were living in a Forest Ashrama of old experiencing the thrill and the inspiration of the Gurukula. The Headmaster's Report is indeed a very fine one. It is rich and comprehensive. I have been deeply impressed not only by the wealth of its content but also by the clarity of the planning of work in the class room and outside of it. The activities carried on here are rich and varied and touch all the different aspects of the proper training of youngsters. More than that, they have vitality and freshness. There was evidence of these refreshing qualities in the recitations given by the pupils this evening. It did not seem as if they were merely repeating something they had got by heart. Words seemed to flow out of their very beings. The remarkable feature about work in this Institution is that, though there are several organisations and agencies, all working towards the same common end of imparting sound education and training to youngsters, there is no clash or conflict among them. They are so admirably co-ordinated and integrated that the whole machinery moves smoothly, peacefully and successfully. I have been very much struck by the importance that is rightly given here to languages. From the recitations given and the prizes awarded I find that all languages receive due and proper attention. Another unique feature which we have all noticed this evening is the orderliness and the splendid discipline which the pupils



have displayed. In very few schools do we come across such perfect behaviour and organisation.

This School has really been doing a great service to the country at large. The source of its inspiration is the Founder Sivasankara Pandiyaji. Judged by worldly standards, he might have been poor. He has left behind the richest treasure in this Institution. It is the unique good fortune of this School that his spirit has been kept alive by successive Headmasters through the decades the school has been in existence. Pandiyaji himself derived his inspiration from Hindu Dharma. True Hinduism is not mere Theology or dogma. It is a science of practical living, based on the principle of Dharma. Dharma is itself the synthesis of right and duty, freedom and order of the individual and the universe and of man and God. It aids not only individuals but also institutions and countries to evolve themselves and to attain salvation. If we want progress and not chaos, we should in some way or another correlate freedom and order. Long ago the sages of our land discovered that the way lay in peace and non-violence. That is the lesson that Mahatma Gandhi has taught us. I am glad to find that lesson of life being worked out successfully in this School. After having listened to the Reports and watched the activities this evening, I feel that the school richly deserves to be called a model Institution. Let me congratulate the Headmaster and his colleagues on the splendid work they have done. Let me wish the School a brighter future in the years to come and hope that the pattern of education which it has evolved, will serve as an example to others."

### LUCKNOW

#### Misconceptions About Secular State

At the convocation of the Lucknow University on January 27— Dr. Radhakrishnan said, "There is a good deal of misconception that we are now getting into a new world where we are going to cast off all religion. We are told that we are a secular demo-

cratic State. But there is a great deal of misapprehension about the meaning and significance of this conception of India as a secular and democratic State. It does not mean that we are a Police State, that we take our stand on power and coercion and we are interested in giving physical and biological satisfactions and not interested in fundamental values. We never believe in such a conception. We always said that anyone who says that by building up an Utopia you will be able to give satisfaction to all human beings is essentially wrong. We have proclaimed that the world is subject to moral laws, that there is such a thing as 'Dharma', that the state is the servant of 'Dharma' and that it is not to be regarded as superior to all 'Dharma'. We did not say that material comfort and security are the only things of life. We are humble. We do not admit that man is the master of all things or the master of his destiny in that sense of the term.

"Unfortunately, our religion and culture have been a source of great mischief and strife and of hatred and people only learnt to hate one another and they had not enough religion to love one another, and, therefore, when our State says, that it is a secular State, all that it means is it respects the conscience of all individuals, it protects the way in which a human being can reach the highest or his ultimate fulfilment.

"What it asks us to do is to adopt an attitude of true humility. From the experience of centuries we have obtained this conception that each man may be at liberty to pursue his ideal in the way in which it best appeals to him. So we are loyal to that great historical development of our country which never said that there are only particular ways by which heaven could be reached.

"We are loyal to the great spirit of this country which not only tolerated but appreciated other peoples' religions and built up the culture to which all communities in this land have made their effective contributions. So when India is declared to be a Secular Democratic State, 'to be secular' in the

context means not to be non-religious, but to be deeply spiritual. That is the meaning of secularity when it is put down in the definition of our conception as a Secular Democratic State. We are not Gods. We do believe that there is another consummation of the human being, when the physical and intellectual and other faculties which are slumbering in him are roused. No human individual can be regarded as having attained the fullness of his stature. In that sense, we are a secular community.

“Heavenly bliss and earthly prosperity have been regarded as the two sides of one ultimate fact. No man can regard himself as a religious man unless his religion expresses itself in his daily life. Either it penetrates the ordinary life he leads or it is nothing. You remember what Gandhiji said, ‘For me there is no politics without religion. Politics bereft of religion kills itself. Religion must be secular and politics must be more than secular.’”

### PITHAPURAM

The Annual Conference of the East Godavari District Teachers' Association and the half-yearly Conference of the Andhra Teachers' Federation were jointly held on 8-1-49 in the premises of the R. R. Bh. R. High School, Pithapuram. More than a hundred Delegates, representing all the Districts on the Andhra University Area, were present. Delegates representing almost all the Secondary and Middle Schools in the East Godavari District were present for the Conference of the District Teachers' Association.

### KOTTAYAM

#### All Travancore Education Conference

The Conference was held on 31-12-'48 at the C. M. S. College Hall, Kottayam under the Presidentship of Mr. M. S. Sabhesan, President, South India Teachers' Union, Madras and the following are some of the resolutions passed.

1. This conference resolves that the Government be pleased to constitute an

Advisory Board for Secondary Education with adequate representation to teachers of private Secondary Schools and to invest the Board with powers to advise the Government on all matters pertaining to secondary education, including policy and objectives.

2. This conference resolves that in view of the services rendered by Private Secondary Schools and in view of the mounting expenditure on these schools owing to the modern requirements, the Government be pleased to study the conditions of these schools and announce their policy in regard to the scope and place of these private schools in the educational system.

3. This conference resolves that the Government be pleased to assure teachers in Private schools the same grade, pay, allowances, leave and all other privileges as those enjoyed by teachers doing identical work in Departmental schools.

4. Since the only provision for old age now available to teachers in private schools is the L. T. P. F. which, on account of the low salaries and the poor rate of subscription and the lack of insistence is quite inadequate to support the teacher and his family after retirement, this conference requests the Government

(a) to make it compulsory for every management to join and every teacher to contribute to the P. Fund.

(b) to extend the benefits of the Fund to teachers of all grades, and to clerks and librarians in schools as well.

(c) to raise the rates of contribution from one chukram to two chs. per Re.

(d) to grant compensative bonus for teachers who, not availing themselves of the privileges of the P. F. retire after putting in at least 15 years of service.

5. This conference resolves that Govt. be pleased to give preference in recruitment to those teachers, who are thrown out of employment consequent on the fall in strength in private schools due to the competitive existence of

newly converted English Middle schools in the vicinity.

6. This conference resolves that for every appointment, the Govt. draw up a common, detailed form of agreement and insist upon the execution of the same as per Rule 58-a of the Education Code.

7. This conference (a) views with great concern the growing spread of indiscipline in schools and colleges and appeals to the public and parents to use their good influence and co-operate with the school authorities in the sound education of the pupils.

(b) resolves to appoint a small committee to study the causes of school indiscipline in Travancore and to make constructive suggestions for the general improvement of the school atmosphere, and

(c) suggests to the teachers and managers that steps be taken

(1) to organise an Association of guardians in every school

(2) and to organise student social service societies, to popularise scouting, to have a regular programme of physical education and to encourage military training to provide healthy extra-curricular activities.

8. This conference request the Govt. to consider and implement the recommendations of the re-organisation Committee regarding the provision of technical courses at the High school stage.

9. This conference requests that the A. T. S. A. be affiliated to the S. I. T. U.

### NAGPUR

#### School and College Libraries

At the Eighth All India Library Conference, Dr. S. R. Ranganathan in his Presidential Address spoke as follows:—

The libraries in schools and colleges form another class of academic libraries. Their function is twofold. One is to serve as a practising laboratory for the young people who are under the charge of the formal agencies of early educa-

tion. The second is to act as a source to supplement information gathered by the pupils in the class-rooms. To make our people active thinkers capable of reaping to the full the benefits of the freedom we have got, the primary function of schools and colleges will have to change from equipping each pupil with all the knowledge and information that he may need in life, to training him to find them out with ease and readiness as and when required, from properly organised libraries within his reach. As this change comes into being, it is the first function which will become predominant in school and college libraries. It is then that they will be truly vitalised. I estimate that India will need about 600 college libraries and 9,000 high school libraries besides 2,00,000 tiny little libraries in middle and primary schools to train our children and youth to benefit by the grid of public and business libraries that should soon be covering the face of our country.

#### National Central Library

The libraries of the country—public, industrial, departmental, special and academic—should all work in unison. They should be integrated into a single system. To co-ordinate their work, to function as a central reservoir, to establish standards for materials, procedure and service, to effect national economy by centralising the impersonal technical treatment of books such as classification and cataloguing and the preparation of bibliographies and to act as the medium for India's library contact with the other countries and the World Organisation for the promotion of library service and documentation, India should immediately found and develop a National Central Library. Her blueprint for this institution and for the library system as a whole, of which it should be the apex, should be eclectic. About 44 countries of the world have already established their National Central Libraries. They show all kinds of variations. Most of them suffer from the handicap of long established tradition. Some of the recently established ones suffer by too great a dose of imitation of the older ones. In planning her



National Central Library, India should not commit that mistake. She must look ahead and not merely behind or around. Her ambition should be to leap ahead of others. This must be the advantage she should reap from her entering the field after 44 countries had established themselves. It has been observed that in spite of her having won political independence, India has not yet shed her mental dependence. If this be true of the leaders, it would prove fatal. If this be true in educational matters, it would blight the future. If this be true in the design of the National Central Library, India's library personality will become stunted and this will affect her personality in every other sphere. Independent India should beware of these dangers.

### MALIKIPURAM

The parents' day was celebrated in A.F.D.T. High School at Malikipuram. In the morning of 26th January, 1949, the entire staff and the boys, after hoisting the flag saluted it. After the flag-salutation the pledge was taken by one and all of the assembly. At 3 o'clock in the evening about five hundred parents attended the celebrations. A tea-party was arranged to the parents by the Teachers' Association of this High School. After tea the parents went round the rooms to see the various decorations the boys have done to their class-rooms. Later with Sri Muppatty Venkata Ratnam, the President of this School Managing Committee in the chair and Sri Kantheti Narasimharaju as the distributor of prizes, a meeting was convened by the Headmaster Sri K. Jagannadha Rao, B.A., B.ED.

### ANAKAPALLI

The opening ceremony of the adult Teachers' training centre at Anakapalli was held on 26-1-1949 at 5 p.m. at the local Sarada library. Sri G. Harisarvathama Rao, honorary Director for adult education, Andhra Desa, presided. Sri G. Ranga Rao Naidu, District Educational Officer, Vizagpatnam, delivered its opening address.

### CHICAGO

Five new Instructional Films just Released by Coronet.

Top quality productions continue to come out of the versatile Coronet studios... on schedule. This month sees the release of five brilliant new Coronet films. Each of these sound-motion pictures, in black and white or color, will further enhance Coronet's reputation as the leading producer of forceful, effective educational films. These latest Coronet releases are: Energy in our Rivers, A Pioneer Home, Winds and their Causes, Algebra in Everyday Life and How to be well Groomed.

Coronet Releases Ten New Instructional Films.

Ten outstanding new sound motion pictures have just been released by Coronet Films for use in the nation's schools. These latest Coronet Productions include five films in the Social Studies field, three in Physical Education, one in Language Arts, and one on Health and Safety. These new educational films are: Capitalism, Your Family, Life in a Fishing Village, Modern Hawaii, Basket Ball for Girls—Fundamental Techniques, Basketball for Girls—Game Play, Softball for Boys, Safe Living at School, and Build Your Vocabulary.

Instructional Films Helped Bring out the Korean Vote

The story comes back from the Orient of how one of the world's newest educational devices helped to return democracy to one of the world's oldest civilizations—Korea, whose last 40 years of her 4000 were spent under Japanese domination.

Shortly before the recent elections in South Korea, American Military Government officials sent an SOS to the Department of the Army in Washington. They requested that they be immediately sent the latest and most effective educational films that could be found. Films, they said, were needed to help "bring out the vote" and to educate the Koreans in democratic voting procedures. The

coming elections were of vital interest to Korea and to the entire world—and the Koreans didn't know how to vote!

The Army flew three films to Seoul, Korea. One of them, already in widespread use in our own schools, was "How We Elect Our Representatives," produced by CORONET. The others were "Ballot Boxes," a Canadian production, and "Tuesday in November," which had been produced for the Department of State. In Seoul, the films were loaded aboard a mobile unit and sent on a high speed tour of towns and villages throughout Korea. Day and night, the unit made countless stops to show its films. There had not been time to process them with sound tracks in the Korean language; so at every exhibition an interpreter gave his commentary through a public address system. At each stop, thousands of villagers thronged about, watching and listening. In one province alone, Chong Chun, adjoining the 38th parallel, the films were shown to more than 90,000 Koreans in 10 days. The lesson they conveyed "took."

On election day, more than 80% of Korea's eligible voters crowded the polls. They knew what voting meant, and they knew how to do it. Military government officials said that the films were invaluable in helping bring to South Koreans the independence and democracy for which they had waited so long.

## GREAT BRITAIN

*(Based on British Information Services).*  
More Visual aids in British Schools

A campaign to enable all teachers in England and Wales to use films and other visual aids in the class-rooms is outlined in "Planning a Visual Education Policy", the first annual report of the National Committee for Visual Aids in Education.

The Committee, which is equally representative of teachers and local education authorities, was set up in 1946.

As a result of the committee's investigations, local education autho-

rities are spending £1,000 000 (Rs. 1.38 crores) on the provision of suitable visual aid apparatus in schools.

Films will now be available to schools through local libraries, which will also be centres for local activities leading to the development of visual aids.

## European School Inspectors to Visit Britain.

Teams of school inspectors from Europe will visit schools in Britain this summer. They wish to see how education is organized in Britain.

Countries anxious to gain a fuller knowledge of Britain's educational system are France, Belgium, the Netherlands and Luxembourg.

Arrangements have been made for school inspectors in Britain to visit France next year. "Nobody wants to create a lifeless uniformity in European education. But this process of discovering one another's aims and methods can do nothing but good".

## Rugby Public Schools.

Rugby Public School, one of the most famous institutions of its kind in Britain, was founded in 1567 by Lawrence Sheriff, a grocer of London, for the free education of local children. But it was not till after 1800 that the English public school emerged from its obscurity and gained general recognition as the best training ground for good citizens.

The greatest single force in effecting this reformation was unquestionably Dr. Thomas Arnold, Headmaster of Rugby from 1827 to 1842. Before his appointment it was predicted that "he would change the face of education all through the public schools of England". He fulfilled the hope; in his 14 years at Rugby he changed the face of his own school with such impressive results that it became the model for others.

Dr. Arnold's principles have become the standard for all schools since. Religion is made a real force in a boy's everyday life by cultivating his natural sense of justice and fair play, and developing his regard for honesty and truth. Organised games play their

part in this and also serve to teach boys to work for the team rather than for self.

At the public schools the boys see and study democracy at work; they learn to take their part as the leaders and the led. In their "House" and school they form the habit of working for their community and through the cadet corps and the clubs for poorer boys which most schools run they begin to understand that there are services to the community to be performed when schooldays are over.

Today when these great public schools are taking in more and more boys from all sections of the community their principles are still the same. The successful application of these principles has been proved by generations of men whose integrity, fairness, devotion to duty, courage and ability have become a byword throughout the world.

#### Indians at School for Oriental Studies.

The number of degree students (270) attending the School of Oriental and African Studies is the highest in the School's history and four times the pre-war figure. The School, which is a branch of London University, has, in addition, some 500 other students using the specialised services available.

Nearly 50 languages are taught and the students come from all over the world. At present there are 84 Indians, 70 Africans, and 17 from Palestine. The students also study law, archaeology, history, local customs and culture. One hundred and sixty-seven professors and lecturers are maintained.

The School, which was established in 1916, receives grants from many quarters including the Governments of India, Pakistan and Ceylon.

### AMENDMENTS TO THE RULES OF THE S.I.T.U.

The Secretary, Teachers' Association, Board High School, Cheyyar, has given Notice of the following amendments to the rules of the S.I.T.U.

1. Rule 5: Office-bearers etc. :—

Add the following after the words "Concerned Provincial Association" in line 6 of the rule :—

"and three others from the ranks of non-graduate teachers to be nominated by the President".

2. Rule 5: Powers of the Executive Board :—

Add the following after the words "It shall have power to" :—

"appoint paid servants of the Union".

3. Rule 5: Powers of the Working Committee :—

Add the following to Clause 5 :—

"subject to the approval of the Executive Board".

4. Rule 5: Duties of the Secretary and the Joint Secretary :—

Delete the first sentence and add the following as clauses 6 and 7 :—

Clause 6 :—"To prepare a report of the work of the Union during the year together with a financial statement based on the audited accounts for the consideration of the Executive Board and edit a report of the full proceedings of the annual conference for distribution among the associations".

Clause 7 :—"To prepare an annual budget for the consideration and approval of the Executive Board".



# REFRESHER CAMP

## CALICUT

U. N. BUSHANAM

*Secretary, The Mbr. Dist. Teachers' Guild*



Report of the Refresher Course organised by the Dt. Teachers Guild, Calicut, from 26-12-48 to 31-12-48.

The Guild organised the refresher classes as per G. O. 2225 E/48 at three centres one at Palghat, the second at Calicut and the third at Tellicherry. The centres were conducted simultaneously.

At Palghat 87 teachers from various schools attended the course. The lecturers were Sri C. S. Sesha Iyer, Headmaster, Pandit Motilal High School, Palghat, Sri E. Narayanan Nair, Headmaster, Board High School, Kottai, Sri Kunju Menon, Headmaster, St. Basic Training School, Palghat, and Sri P. Appukutta Menon of Parli High School. The common programme was supplemented by lectures on first aid by Dr. Padmanabhan.

In Calicut centre the attendance was one hundred and forty-five. The chief lecturers were Sri E. Raman Menon, (President, Dt. Teachers Guild) headmaster, Raja's High School, Kottakkal, Sri K. Kunhappa Nambiar, Headmaster, Raja's High School, Purameri, Sri Venkatarama Iyer, Headmaster, Board High School, Mancherry, assisted by Sri Venkateswaran of Zamorin's College High School, Calicut, Sri K. Radha Krishna Menon of Basic School, Perur, and Mrs. Kamalabai Lokanathan, Headmistress, Govt. Secondary and Training School, Calicut. The Inspector of the VI Circle, Calicut opened the centre and in her speech she stressed on the advantages of refresher classes in the new setting. She attended almost all the classes.

At Tellicherry one hundred and forty-two teachers attended the course. The chief lecturers were, Sri M. Narayanan, Retired Headmaster, Brennen College

High School, Sri Sankaran Nair, Headmaster, Board High School, Kadirur, Sri M. Govindan of Municipal High School, Cannanore, Sri. Bhiman Nair of Palayad Basic Training School and Sri Kaumpujha Ramakrishnan of Brennen College. The centre was opened by Sri T. R. Nair, the District Educational Officer, N. Malabar and he spoke about the Reorganisation of Education. He took special interest in the running of the centre.

The chief subjects dealt by the lecturers were (1) the reorganisation of the secondary education, (2) the place of languages, in the new curriculum, (3) social studies, (4) citizenship training and (5) craft and its correlation with other subjects.

Spinning was made compulsory in the refresher course and every one spun for one hour on all the six days. It is really interesting to note that all teachers learned spinning and obtained a proficiency in the craft.

The Guild brought down educational films and arranged a show at each centre. The value of these films as aids in teaching was appreciated by the teachers.

This report will not be complete if we do not mention a word of 'gratitude' to the D.E.O., N. Malabar, the Inspector of Girls Schools, VI Circle, Calicut, and to the D. E. O., South Malabar for helping us with proper advice whenever required, so also to the Divisional Inspector for visiting the Calicut and Palghat centres. We hope, we can look forward to their co-operation when the Guild launches such constructive programme. We thank Sri. C. S. Sesha Iyer, Sri. M. N. Kini, and Mr. Gabriel as heads of institutions in co-operating with us, and for allowing us to run the classes in their schools.

## FROM OUR ASSOCIATIONS

### TINNEVELLI

The half-yearly Conference of the Tinneveli District Teachers' Guild was held in the Bishop Sargeant's Secondary Training School, Palamcottah on 18-12-48. Mr. V. Venkatakrishnan, B.A., L.T., Headmaster, Swarajya High School, Srivaikuntam presided.

Rev. Satya Samual, Principal, Bishop Sargeant Training School welcoming the members said that the primary object of education, that of moulding the character and developing the thinking faculty of the pupils, should not be ignored.

H. Visvesvaran, Secretary of the District Guild, read messages wishing the conference success from Messrs. T. S. Avinashilingam Chettiar, Minister for Education, Prof. M. S. Sabhesan, President, S. I. T. U., Bishop G. T. Selwyn of Tinneveli, G. Krishna-murthy, Joint Secretary, S.I.T.U., Dr. Yegnarama Iyer, correspondent, Sri Vaikuntam High School, Mr. T. P. Srinivasavaradan of Madras, Mr. Bhuvarahan, Secretary of the Trichy Guild and others.

Sri E. H. Parameswaran, M.A., L.T., President of the Guild proposed Mr. V. Venkatakrishnan to the chair. Sri T. A. Balasundaram, B.A., L.T., seconded the proposal.

In his presidential address, Mr. Venkatakrishnan said that the secondary education having been reorganised, the teaching profession must have faith in it and work it. They should not criticise it because they were being asked to adopt something new. The teachers should be properly trained to undertake their new work. He said there was nothing very revolutionary in Basic Education, which in fact, had been adopted in other countries. It was a matter for gratification that the Madras Government wanted to improve the condition of teachers in aided schools. The scales of salaries should be the same as Government scale, he said. The speaker urged that the State should assume the responsibility for education,

in which event several anomalies might go.

Messrs. Nagaratnam Iyer, D.E.O., Tinnevelly East, E. H. Parameswaran and others addressed the conference.

The Teachers' Association of the Bishop Sargeant's Secondary Training School was 'At Home' to the delegates.

Resolutions of the half-yearly conference of the District Teachers' Guild held at Palamcottah on 18-12-48.

1. This conference deems it its duty to invite the attention of the Government to the continuance of the feeling among teachers in non-Governmental schools owing to the persistence of the time old anomalies in respect of the salaries and allowances and is of opinion that the Government should, in view of the universal demand of the employee in the several departments, reconsider the salary problem and allowances on the basis of the recommendation of the Central Pay Commission and fix the scales of salaries and allowances for educational services irrespective of agencies.

2. This conference recommends to the Government that a declaration of the right of the teaching profession be made by the enactment of the Teachers' Charter in consultation with organised teaching opinion and in this connection invites the attention of the Government to "The Teachers' Charter" approved by the All India Teachers' Federation at its Nagpur conference in 1935.

3. This conference requests the Government to fix the age of retirement for teachers as 58 in accordance with recommendations of the Central Pay Commission.

4. This conference requests the Government to grant full fee concessions to teachers' children studying in schools and colleges.

5. *Training Schools*, unlike High Schools, have no way of increasing their income but they are compelled to adopt the revised scales of salaries

and the Government rate of Dearness Allowance. The Managements of Training schools are therefore forced to bear very high financial responsibilities. It may be mentioned that Aided Training schools are very economically conducted, when compared with the Government institutions. The conference resolved to request the Government to meet the full cost of the net expenditure as teaching grant and (b) to pay full dearness allowance to teachers. From the financial point of view, Training schools have to be treated differently from High Schools.

6. Teachers of training schools have heavy work, besides actual teaching because they are expected to maintain several records. But unfortunately Training schools are permitted to have only as many teachers (not technical) as there are classes so much so the Headmaster is reckoned as one of the teachers; whereas in High schools the Headmaster is an extra teacher. The conference therefore resolves to request the Government to treat training schools in the same way as high schools regarding the staffing of teachers.

7. This Conference expresses its regret that in the case of Elementary schools the D.P.I. was free in exempting managements from their obligation to pay from out of their funds, Rs. 5 per month for teachers in addition to the teaching grant as salary. It resolves to request the Government not only not renew but withdraw the exemption and to enforce the payment.

8. The conference brings to the notice of the D.P.I. that the insistence of the Elementary school teachers' contribution to T.P.F. based on his or her December pay drawn in January of every year is detrimental to the interest of these teachers and requests the deletion of Rule III of T.P.F. Rules of the Ele. Schools.

9. This Conference feels that the evils proposed to be put down by the proposed requisition of Property Bill can be effectively checked by the provisions contained in the Madras Educational Rules and the Grant-in-Aid Code and

requests the Government to drop the measure.

10. This Conference requests the Government to exempt institutions run by financially sound and responsible trust bodies from having to raise Endowment funds for each new school they start.

11. This Conference requests the D.P.I. to modify the new agreement so as to ensure greater security of tenure for the teachers and make it impossible for the management to remove any member of their staff *without the prior approval of the D.P.I.*

### KURNOOL

The half yearly Conference of the Kurnool District Teachers' Guild met at the Coles Memorial High School on the 29th Jan. 1949 Sri. D. N. Babu Rao, President of the Guild, presiding.

A large gathering of men and women teachers attended including delegates from Nandyal, Cumbum, Allagadda, Pattikonda and Kodumur. Sri K. N. Pasupathi, Guild Secretary, welcomed the delegates and appealed to them to extend their fullest support in organising the ensuing Provincial Educational Conference at Kurnool successfully.

Sri. G. Pullaiah, Municipal High School, Nandyal, delivered a lecture on the importance of Social Studies in Schools. He showed the appropriateness of its provision in the school curriculum in the new democratic set up.

After Tea Interval, the house resolved to form the Reception Committee of the Provincial Conference, and elected different sectional committees for the purpose. A panel of names was suggested for electing the Chairman of the Reception Committee. Sri. D. N. Babu Rao was elected Vice-Chairman, and Sri. K. N. Pasupathi, the General Secretary of the Committee.

The president, in the course of his speech, stressed on the need and importance on the part of teachers to equip and adapt themselves to the changing conditions in the school world and con-



scientiously discharge their responsibilities to school children, the future citizens of the country. He appealed to the public as well as the teachers of the district to heartily co operate with the Guild so as to make the 39th Provincial Educational Conference at Kurnool a success.

A number of resolutions relating to the pay and prospects and service conditions of teachers was adopted. The following, among other resolutions, were passed:—

1. To request the Government to adopt the recommendations of the Central Pay Services Commission in regard to scales of salaries, age of retirement, provident fund, bonus, dearness allowance and other benefits

2. To pass early orders sanctioning revised scales of Pay for Hindi Pundits on a par with the other language Pundits.

3. To grant a suitable house-rent allowance to teachers as in the case of Government employees.

4. To constitute a Statutory Provincial Board of Education and give adequate representation on it to the S.I.T.U., and similar Teachers' organisations.

### NELLORE

The annual conference of the Nellore Dt. Teachers' Guild was held on 15th January in V. R. High School, Nellore at 8-80 A.M. Sri M. S. Raghavan, M.A., (Honours) president of the Guild presided over the occasion. Sri A Padmanabha Reddi, Divisional Inspector of Schools, Anantapur, performed the flag hoisting ceremony and declared the conference open. In his opening address, he said that all along more emphasis was laid on intellectual training than training in character. The new scheme of education is activity-centred and will train pupils for life. Teachers have a heavy responsibility in this respect. They must see that the high ideals of the Gurukula System of education are recaptured and they must make the District Teachers' Guild a centre of culture. Study circles must be orga-

nised and talks must be given on the various trends in education. The president welcomed the delegates to the conference and said that what had all along been platitudes under foreign domination had now acquired a new significance as a result of the attainment of Swaraj and training students to be ideal citizens of tomorrow has become an imperative objective of education. The centre of gravity has shifted from mere bookish knowledge to craft education in lower classes followed up by bifurcated courses in the Secondary Stage. He pleaded for the abolition of all examinations and suggested as an alternative school records and certificates showing that the pupils had undergone a satisfactory course of training. He protested against the imposition of Hindi on the South and asked whether the cultural contact is to be onesided. Why not the North be made to learn one of the major South Indian languages? The president in conclusion said that programmes and syllabuses cannot work unless the teacher is given a living wage and made to live a happy and contented life. Sri V. S. Venkatanarayana, Secretary of the Guild, read the annual report of the Guild. Messages were received from the honourable Education minister of Madras, Sri M. S. Sabhesan, President of the S.I.T.U., Sri S. Natarajan, Secretary, S.I.T.U., Sri C. Ranganatha Iyengar and Sri C. B. Sastry, President, Andhra Teachers' Federation.

The following office bearers were elected for the year 1949-50.

(i) President:— Sri M. S. Raghavan, M.A., (Hon.), Vice-Principal, V. R. College, Nellore.

(ii) Vice-Presidents:—(1) Sri C. V. Narasimharao, Headmaster, V. R. High School, Nellore. (2) Sri K. Rajarathnam, Headmaster, C. A. M. High School, Nellore. (3) Sri S. Krishna Rao, H.M., Board High School, Gudur. (4) Sri M. Narasimhachari, R. K. High School, Allur. (5) Miss A. Veeraswamy, Headmistress, A. B. M. High School, Nellore.

(iii) Secretaries:—(1) Sri V. S. Venkatanarayana, (St. Peter's High School,

Nellore). (2) Sri K. S. Sundararaja Rao, (V. R. High School, Nellore). (3) Sri A. Mallikarjunam, Headmaster, Higher Ele. School, Pedacherukur.

(iv) Treasurer:—Sri K. Ramanathasarma, V. R. High School, Nellore.

The following are some of the resolutions passed.

1. This conference of the Nellore Dt. Teachers' Guild requests the Government to introduce the Government Scales of pay for all grades of teachers in all educational institutions irrespective of agency and make liberal grants to enable the managements to do so.

2. This conference of the Guild further requests the Government to insist on the managements of schools giving weightage to teachers in the matter of salaries by taking into consideration the total number of years of service in any recognised school under the same or any other management and also considering the years of service put on fixed pay in the scheduled grades. Further the Guild requests that the scales of pay should be given effect to from 1st January 1947 as in finally declared and not from 1st October 1947 as given effect to.

3. This conference of the Nellore District Teachers' Guild requests the Government to grant full fee concessions to children of teachers at all stages of education.

4. This Guild prays the Government to fix the age of retirement of teachers from service as sixty.

5. This Guild requests the Education Minister to undertake legislation providing for adequate old age provision including compulsory insurance and for sickness and medical benefits to teachers employed in all recognised educational institutions.

6. This conference of the Nellore District Teachers' Guild prays the Government to revise the scales of pay etc. on the basis of the recommendations of the Central Pay Commission.

7. The Guild requests the Government to extend the facility of house rent

allowance to teachers working in all educational institutions aided or local body in the same way as for Government employees irrespective of urban or rural areas.

8. This conference requests the Government to reconsider the G.O.M.S. 2156 Edn. D/10-7-47 and make it obligatory on the managements to contribute one anna in the rupee of the teacher's salary and prays the Government to contribute half instead of one-third of the total Provident Fund deposit.

9. This conference further requests the Government to allow teachers under aided managements to contribute up to a maximum benefit of two and half annas per rupee of their salary to the Provident Fund without any further commitment on the part of either the management or the Government other than that specified in Resolution No. 8.

10. The Guild requests the Government to fix separate scales of pay or allowance for intermediate Secondary Grades, Honours or Post Graduate B.Ed's and B.A. Secondary Grades.

11. This conference requests the Government to see that teachers have perfect liberty to stand for the elections to the legislatures, to the local bodies and other public bodies.

12. This conference requests the Government to make expenditure on excursions and other activities conducted in Social Studies and Citizenship training as legitimate expenditure for purpose of Grant.

13. This conference of the Guild requests the Government to conduct intensive Craft training course for teachers in summer in just the same way as provision has been made for citizenship training.

#### CHITTOOR

Chittoor Town Secondary and Training School Teachers' Association, Chittoor.

"Education in the New Constitution" was the subject of a lecture delivered by Sri M. Anantasayanam Iyengar,

M.L.A., under the auspices of the Chittoor Town Secondary and Training School Teachers' Association in the Board High School hall at 6 p.m. on Thursday 27th Jan 1949, Mr. K. Varadachariar, M.L.A., presiding.

The lecturer gave a lucid explanation of the various acts passed by the Constituent Assembly relating to education in the New India and pointed out :

(1) the policy of the Central Govt. to aid the Provincial Govts. liberally for the introduction, in a period of 10 years, of free and compulsory education upto the age of 14 for all children, irrespective of class or creed.

(2) the introduction of Hindi as a National language to unify the whole nation, and the encouragement and support for the regional languages and mother tongue, to foster the tradition and culture in the various linguistic provinces without in any way interfering with the National unity.

(3) the policy of religious neutrality to be followed by the Central Govt. in withholding state-aid for denominational schools and throwing open all schools for every religionist so that there may be no distinction between (or favour for) class and class and equal opportunities afforded for all.

(4) the policy of encouragement to industrial Education by the starting of (and aiding liberally) various Colleges in different parts of our country for the rapid growth of all essential industries.

A number of supplemental questions were raised by some teachers present regarding (1) the difficulty in enforcing compulsion in rural areas, (2) the scanty attention that may be given to the mother tongue in areas where it is not regional language and (3) the danger of a neglect of religious education likely to result from the policy of religious neutrality. The lecturer answered these questions suitably and emphasised the importance of cultivating a deep sense of toleration and affection among various religionists and a broad religious outlook so as to prevent national disintegration and to foster Gandhian principles for national unity and progress.

Mr. Varadachariar, in his presidential remarks, said that the problem of religious education was a difficult one in this country and, although our State would be a secular one, not supporting any particular religion, our Society would remain essentially religious; and as such, our educational system should be based on sound ideas of religious and national unity.

Mr. K. Natesa Aiyar, in proposing a vote of thanks to the lecturer and President, commended highly the wisdom and farsightedness of our legislators for the sound educational policy they have formulated in the new constitution and hoped that in their actual working the principles of democracy would not be violated and that the irregularities we find today will disappear.

#### NORTH ARCOT

The Semi Annual Conference of the North Arcot Dt. Teachers' Guild was held on 5-2-1949 at 2 p.m. in the premises of the Board High School, Polur. Sri S. Natesa Aiyar, B.A., L.T., Headmaster, Bd. High School, Polur and the President of the N.A. Dt. Teachers' Guild welcomed the delegates to the conference who numbered about 75.

2. Sri S. Natesa Aiyar, President of the Guild presented for discussion and decision the resolutions recommended by the Executive Committee held on 11-12-48.

3. The half yearly report presented by the Secretary was read and recorded. The number of affiliated associations rose from 27 to 32 during the half-year and the number of defaulters in the payment of affiliation fees stood at only 2 against 7 during the previous year.

4. The Audit Report for the year 1947-48 was presented and approved.

5. Sri T. Suryanarayana Aiyar, Headmaster, Hindu High School, Vaniyambadi, one of the delegates to the All India Teachers' Federation Conference at Mysore, gave an account of the proceedings of the conference. A letter from Mr. Vaithyanatha Aiyar of Vellore,



another delegate to the conference was read.

6. Sri C. Ranganatha Aiyengar, M.A., L.T., Hon. Publicity-Officer, S. I. T. U. Protection Fund branch, addressed the conference on the necessity to insure with and the benefits of the S.I.T.U. insurance scheme.

Resolutions were passed regarding arrangements for celebrating the Silver Jubilee of the Guild.

It was resolved to accept the invitation of Janab Fazlul Rahman, Headmaster, Islamia High School, Pernambbat, to celebrate the Silver Jubilee and have the annual conference together at Pernambbat.

### SALEM

Proceedings of a meeting of the Executive Committee of the Salem District Teachers' Guild held on 25-12-1948 at 11 A.M. in the London Mission High School, Salem Sri C. Venkatesan, President of the Salem District Teachers' Guild presided. The follow-

ing resolutions were unanimously passed.

Resolution 1:—Resolved to request the Government and the managements to conduct Refreshers' Course for teachers as early as possible to equip themselves for the speedy success and implementation of the New Scheme of Education, and to meet the expenditure incurred by the teachers for the training course.

Resolution 2:—Resolved to request the Government and the managements to meet the expenses of the teachers conducting excursions as per Reorganisation Scheme.

Resolution 3:—Resolved to request the Government to renew the Railway Concessions as enjoyed by the students and teachers before to facilitate them to conduct excursions successfully.

Resolution 4:—Resolved to request the Government to adopt the Scales of Pay recommended by the Central Pay Commission for teachers. This is to take effect from 1-1-1948.

*(Continued from page 110)*

manuscript magazines thus giving effective training to a large number of pupils in the art of writing and co-operative effort.

4. The hobby club helped over 40 pupils to learn fretwork, cardboard work, painting and spinning.

5. The pupils' savings bank, community service, celebration of Hindu National Festivals, Boys' Representative council, Parents Day, the Kuchela Fund, the Masters' Association, Old Boys' Day — each one of these functions with clockwork regularity and co-ordination with one another.

the school syllabus. Special attention is paid to programmes such as debates, in which students themselves participate, featured episodes from history, etc. These programmes have been drawn up with the co-operation of masters under whose supervision these broadcasts are listened to.

### The Hindu Theological High School Magazine:

We have pleasure in acknowledging receipt of Volume XVIII, No. 1, (December 1948) issue of this magazine. Contributions from pupils and masters are varied including latest topics as health and citizenship and are in English, Telugu, Tamil and Sanskrit. Photographs of school functions and activities and excursion parties are found in plenty. As usual the diary of events from 25-3-41 to 31-12-48 comes at the end. The printing and get up are excellent.

School Broadcasts, for January to March 1949:

The All-India Radio's broadcast programme for High and Elementary Schools and the wall Charts in Tamil and Telugu are prepared in conformity with

C.R.

## PRESS NOTES AND ORDERS OF THE GOVERNMENT OF MADRAS

### Pay Scales of Physical Training Instructors.

In modification of the previous order issued by the Government in June 1947 fixing the pay scales of physical training instructors in schools under local bodies and private managements, the Government have now issued an order refixing the pay scales of physical training instructors as follows :

Physical training instructors (Grade 1)—Holders of diploma in physical education, or holders of the higher grade certificate in physical education. Scales already fixed 45—1½—75 Scales now fixed 50—2—70—2½—95.

Grade 2—Holders of the lower grade certificate in physical education or holders of certificates of physical training after undergoing one year's training in Y.M.C.A. College of Physical Education before 1937-38. Scales already fixed: 35—1—50. Scales now fixed : 45—2—75.

Such of the incumbents as do not possess qualifications necessary either for Grade 1 or Grade 2 will be placed in the scale of Rs. 40—1—60.

### Grants to Primary Schools.

To encourage aided schools being brought into existence in school-less centres, the Government propose to relax the rules governing payment of grants-in-aid.

The proposal is to amend the relevant rule so as to permit grants being allowed in respect of schools in which the average attendance is not below 15.

It is also the intention of the Government to give exemption in respect of employing untrained teachers. Grants for equipment of elementary schools (furniture, books appliances, etc.), are proposed to be given at a rate not exceeding Rs. 100 per school.

In April last year, it is reported, there were about 3,500 villages with a population of 500 and over, which had no school. In the course of the year, a thousand schools came into existence.

The Government expect that the proposed measures are calculated to provide further encouragement for more schools being established.

### Education in the Province

The Government have reviewed the report of the Director of Public instruction for the quinquennium ending March 31, 1947.

During the quinquennium, the Government Order states, there was a substantial increase in the number of students in elementary and secondary schools and in colleges. The strength in Arts Colleges for men and women rose from 16,606 and 1,761 in 1941-42 to 27,089 and 3,276 respectively in 1946-47; in professional colleges for men and women 2,812 and 349 in 1941-42 to 5,188 and 688 respectively in 1946-47; in secondary schools for boys and girls from 219, 592 and 44,245 in 1941-42 to 361,022 and 80,403 respectively in 1946-47 and in elementary schools for boys and girls from 1,967,569 and 1,151,186 in 1941-42 to 2,122,698 and 1,333,387 respectively in 1946-47.

The progress in the enrolment of pupils in elementary schools was, however, comparatively slight. In each of the first two years of the quinquennium, there was a fall in the number of children on the rolls. In the subsequent years, the number rose, the increase in the last two years being marked; the pupils admitted in 1946-47 numbered 3,456,085.

The number of boys and girls estimated under the post-war educational plan as a whole to be brought newly to school was 40 lakhs. During 1945-46 the Government introduced a limited scheme of compulsion with the aim of enrolling immediately 1·20 lakhs of children. The scheme was extended in each of the two subsequent years. The number of pupils actually admitted under the scheme was 113,320 at the end of February 1946, and 169,078 at

the end of the quinquennium. As an inducement to poor children to join schools under the compulsory elementary education scheme, the provision for them at Government cost of mid-day meals, books and slates was sanctioned. Mid-day meals were, however, cancelled from April 1947, owing to lack of funds.

#### Basic Education.

In the last year of the period under review, the Government accepted basic education as the method of instruction. The basic training school, conducted by Sri Ramakrishna Mission at Perianaickenpalayam, Coimbatore district, was taken over by Government, and another basic training school was started at Vinayashram, Guntur district. The Government also deputed a batch of officers and teachers to Wardha, to undergo the course in basic education, organised by the Hindustani Talimi Sangh. The policy decided on by Government, after the close of the quinquennium, is to convert ordinary elementary schools into basic schools, as and when sufficient number of teachers trained in basic education becomes available.

The number of secondary schools for boys increased from 588 in 1942 to 720 in 1947 and for girls from 103 to 181. The scheme of reorganisation of secondary education providing a larger variety of courses of study, popularly known as bifurcated courses, was introduced after the close of the quinquennium, i.e. during 1948-49. The use of the mother tongue of the majority of pupils as the medium of instruction generally in all schools was insisted on. With a view to promote the publication of text books in the regional languages, standard lists of scientific terms in the languages were issued by the Government in January 1947. Early in 1947 a Board of experts in all branches of education, called the Provincial Advisory Board of Education, was constituted to advise the Government.

The number of arts colleges for men and women and the number of professional colleges for them which were 48 and 13 at the beginning of the quinquen-

nium, rose to 50 and 26 respectively, at the close of it. In the last years there was an unprecedented rush for admission in all institutions. The shift system was adopted by many colleges for classes in science subjects. The Government Arts College, Coimbatore, was raised to the first grade.

The Government opened three Engineering Colleges, one at Coimbatore, the second at Kakinada and the third for Anantapur at Guindy. The College of Engineering, Anantapur, has since been shifted from Guindy to Anantapur. Degree courses in Highway Engineering and Tele-communications Engineering were instituted in the College of Engineering, Guindy, in 1945. The University of Madras established in 1944, a College of Technology with the aid of a munificent contribution from Dr. K. V. Al. Rm. Alagappa Chettiar, and the Annamalai University in the next year opened an Engineering College at Annamalaiagar.

An emergency course of training of the secondary grade of one year's duration was conducted in July 1946 to June 1947, and 990 men and 189 women were trained. Payment of stipends for secondary grade training was completely restored for both men and women.

The number of Muslim students reading in Arts Colleges rose from 876 to 1311 and in professional colleges from 137 to 316. Muslim women were for the first time admitted in the Government Muslim College for men during the quinquennium. Special concessions were continued for Mapillas.

The progress of the Harijan community in collegiate education and secondary education was outstanding, as in the previous quinquennium. In February 1947, the Government appointed a Committee to revise the syllabus for physical education in Secondary schools and its report is under consideration.

Various measures were put into effect to ameliorate the service conditions of teachers in general and of elementary school teachers under local bodies and private managements in particular.



## OUR BOOK-SHELF

**Adhunika Manavana Horata** (The struggle of modern man):

This is a Kanarese translation of the *Struggle of Modern Man* by F. G. Pearce, brought out by the Oxford University Press and will be useful for schools using Kanarese medium for the teaching of non-language subjects. The price is Re. 1-12-0.

**General Science Part 3: by White House and Pritchard.** (Oxford University Press. Price 7 sh. 6 d.)

These well known authors of science text-books have covered in this volume such subjects as go under the name of 'General Science'. Chapters 37 to 43 deal with physics, 44 deals with food, 45 to 50 deal with life (both animal and plant) and 51 gives a brief treatment of earth in relation to space. Only popular aspects are given and the pupil reader will have no difficulty in understanding and appreciating the contents. The portions covered relate to school certificate standard. Diagrammatic illustrations are given.

**Science, Our Newest Friend: by Shanta Bandarkar.** (Padma Publications, Bombay. Price Re. 1-8).

The latest wonders of science are explained here in a very interesting and original manner. Rip Van Winkle, after a hundred years of sleep, wakes up to see the refrigerator, electric light, atomic energy, the D.D.T., the Blood Bank, synthetic products, television, and a hundred other inventions following the discovery of the principle underlying the above. The book makes good reading for an adult who wants to know about these.

**Poems for the Young, Parts 1 and 2: by S. P. Khattri.** (Macmillan & Co., Ltd. Price 8 As.; 12 As. respectively.)

These are intended for the high school and intermediate classes. The poems are graded from the points of view of ease in teaching and variety of interest.

Each poem is prepared with its central idea helping the teacher to build up the interest of his students by illustration and elucidation before taking up the text. The poems in Part 2 are so selected as to tend to build up wisdom, fortitude, faith, courage, determination, humour, and pathos, which form the necessary armour of life. At the end are appended notes to enable the reader to understand the poems clearly and appreciate them easily. Lists of phrases worthy of being committed to memory are also given.

**The Duncan Reader Book I: by John Duncan.** (G. G. Harrap & Co., Ltd. Price 2 sh. 3 d.)

A beginner's reader with vocabulary built up from familiar surroundings and works. The lessons are bound to make an interesting appeal to pupils and secure their attention.

**Chithira Kathai Pattu, Books 1 and 2: by P. N. Appuswamy** (S. Viswanathan, Central Art Press, Madras. Price 6 As. and 8 As. respectively).

These are story poems in Tamil intended for supplemental reading for children of classes 3 to 5. Each poem is prefaced with its matter in prose form. Many of these are translations from English story poems.

**Annual Report for 1947-48: (Hindu Theological High School, Madras).**

This is the sixtieth annual report of the High School and of the primary school. Mention may be made of the following features in the working of these institutions:

1. Attempts are being made to put up additional buildings to relieve congestion and to provide greater space for the new activities introduced.

2. Special attention is paid to backward pupils.

3. In addition to the school magazine several classes brought out their own

(Continued on Page 107)

# THOUGHTS ON CURRENT EVENTS

‘THINKER’

## Education of the Handicapped

Of late attention has been focussed on this subject by a series of lectures by Sri T. Doraiswamy and the visiting American Professor Dr. Milton J. Stauffer of New York who is an expert in this subject. While considerable interest is shown both by the Government and the public on the education of the normal children and adults, education of the physically (not to say mentally) handicapped children and adults has practically received no attention. A few institutions working here and there came into existence under the aegis of the British Government. The Government of Free India has nothing spectacular to add in this direction. The existing schools cater to a negligibly small percentage of the thousands of children and adults who are physical defectives and most of whom are thrown on their own resources by begging mostly to eke out their living and cheer their dreary lives. When one reads of the attempts made in America to tackle this problem in a variety of ways, one is dazzled by the magnitude of the problem in our own country. The provision for the education of these defectives does not touch even the fringe of the problem. Side by side with the efforts at expansion of education of the normal citizen, both present and future, it is the duty of the state in Free India to provide for the education of these unfortunate people and make them feel that their lives after all are also worth living and that they too can lead cheerful and happy lives in the midst of their physical handicaps. Philanthropic institutions can but spring up only here and there, but a multitude of them, at least one for each district, should be established, if the problem is to be faced satisfactorily

at all. The State alone is capable of doing this.

## The Hindu Theological High School

A glorious career indeed is that of the Hindu Theological High School, Madras, which has recently completed its sixtieth anniversary. A perusal of the report of the celebrations relating to this event and of the reports of the correspondent and the headmaster shows that the institution is going from success to success. The multifarious activities of the school as detailed in the school magazine and the diary of events, leave one to ask whether there is any rest for the staff and the students after their school hours. The school has a long tradition for possessing many of those worthy features aimed at making a full citizen. Need it be said therefore, that the switch over to the reformed curriculum and social activities demanded in the reorganised scheme of education has been very easy and natural? The ‘Gurukula’ system or the ‘Student-Teacher’ relationship is very healthy and has the seal of approval of the parents whose association with the school is marked by co-operation, sympathy and generosity. Every small event recorded in the diary is true and has its place in the general aim of promoting the all round growth of the pupil and the healthy and right atmosphere of the institution. Some might be inclined to doubt the usefulness of such a minute record, but those that have visited the school at work have no hesitation in certifying to the splendid work carried on in this institution under conditions aiming at ideal approach. New India needs thousands of such institutions to create the future citizen who will be the torch-bearer of India’s message.

## ELECTION TO THE SENATE BY THE REGISTERED GRADUATES

### AN APPEAL TO TEACHERS

All the present troubles, political, social and economic, are mainly due to **miseducation**. Yet **Education is the only hope for mankind**. The only form of education that can resolve them is a system in which both **academic and vocational** education have **equal status** and give equal opportunities for individual and social advancement. Without waste of money or energy equal opportunity for the **rich as well as the poor** must be given **real education** so that each **adult** may exercise his or her **franchise** in the right manner.

If education is to develop character, its administration must be **pure without being influenced by caste or communal consideration**.

Education in Free India is at the cross roads. Any mistake made now in the matter of adopting **Gandhiji's scheme of Basic education** will affect the future generations.

Those who know me know that I have always been doing my work without fear or favour and without any regard for self interest. With your support I will endeavour to direct education along the right road in the same manner.

I request you to give me your **first vote** and if found more convenient, ballot papers enclosed **as directed** may be put into an ordinary cover and sent to Mr. N. Sesha Iyengar, 4-B, Soundararajan Street, Thyagarayanagar, Madras-17, who will deposit them in the ballot box on the appointed day.

Vaduvur,  
Tanjore Dt. }  
20-2-1949.

N. KUPPUSWAMI,  
(Retired Lecturer from Trivandrum.)

## WANTED

Applications are invited from retired and in-service teachers for canvassing Agencies in the Fund. Commission rates have been liberally revised.

*Apply to :*

The Secretary,  
The S. I. T. U. Protection Fund, Ltd.,  
Triplicane, MADRAS-5.



# THE SOUTH INDIA TEACHERS' UNION 3 MAR 1949

520, HIGH ROAD, TRIPPLICANE, MADRAS-5

## CHILDREN'S ART AND BOOK WEEK

The South India Teachers' Union with the co-operation of the Publishers and the Indian Council of Child Education is planning a children's Art and Book Week from the 12th to 17th March 1949. The Hon'ble Sri T. S. Avinashilingam Chettiar, Minister for Education, has very kindly consented to inaugurate the Week. Three committees are at work. The Art Committee is planning to put up an exhibition of Art Work of juveniles of age group ranging from 6 to 16, showing at the same time the standard to be aimed at in accordance with the revised syllabus in our schools. Samples of work done by children of other countries will also be on show to bring out the peculiar genius of the art of our presidency. The Book section will consist of books for *pleasure reading*. It will be divided into the following subject groups:—Biography, Discoveries and Inventions, Adventures, Travels and Exploration, Art (pictorial art), Stories (fiction), Natural History, Social Studies, Literature and Poetry (children's editions), Hobbies and Careers, Popular Science, Children's Reference Books, and Children's Periodicals. The following languages are proposed to be represented:—Tamil, Telugu, Malayalam, Kannada, Sanskrit, Hindustani and English.

Publishers and authors desirous of sending books to the Exhibition are requested to send the same to the Convener, The S.I.T.U. Book Week Committee, c/o The Christian Literature Society, Post Box No. 501, Park Town, Madras-3, with a list in English in triplicate mentioning the language and the section to which the books belong and also to what age group they are intended. The books and the list should reach the Convener on or before the 6th March 1949.

A Book Selection Committee will finally select books to be exhibited and its decision will be final.

If the Book Week should prove attractive, similar weeks may be organised in other district centres and steps may be taken to form a Children's Library.

Further particulars may be had from the Secretary, The South India Teachers' Union, 520, High Road, Triplicane, Madras-5.

S. NATARAJAN,  
Secretary.

14-2-1949.

---

## OBITUARY

We regret to have to record the death of Sri A. Sundareswara Iyer, M.A., L.T. of the Caldwell High School, Tuticorin on the 23rd February 1949.

---

## PROPAGANDA IN JANUARY 1949

The Honorary publicity officer, Sri C. Ranganatha Aiyengar, and Sri V. B. Moorthy, Secretary of the Protection Fund, met the Teachers' Association of the Corley High School, Tambaram and talked to the members about the Protection Fund scheme and also advised the Association to get itself affiliated to the Chingleput District Teachers' Guild. The members evinced keen interest in the Protection Fund scheme.

---



## CHILDREN IN THE BOOK-SECTION OF THE EXHIBITION



*(Photographs by courtesy of the Indian Institute of Art in Industry)*

## EDITORIAL

### In Distress

Travancore began to enjoy a reputation for a high percentage of literacy and a wider diffusion of higher education long ago. This was in no small measure due to the personal interest evinced by the then rulers. Reports tell us that they helped the cause of sound education by example and liberal financial policy. Good progress in quantity as well as in quality was possible when the conditions of living were fairly easy in Travancore. In modern times much more is needed than propaganda to maintain a good name. Accounts that have been reaching us show that all is not well with schools in Travancore. This state is a part of the Indian Dominion. It will have to march with the times. Why are the teachers in private elementary and secondary schools discontented and in distress in Travancore?

The All-Travancore Private Secondary School Teachers' Association held a conference for the first time on 31st December 1948 in Kottayam. The President of the South India Teachers' Union, Madras was invited to preside over the conference. Mr. K. Kuruvila Jacob was also invited to deliver an address. This conference was an excellent opportunity to the President to study on the spot the condition of teachers in a neighbouring state. The conference was previously postponed several times to suit the convenience of the Minister for Education in Travancore. The President of the Union who is interested in the welfare of teachers was expecting to meet the Minister and the Director and acquaint them with the changes in Madras. It must have been the intention of teachers to represent in person their grievances to the Minister and appeal to him to do the needful.

Unfortunately neither the Minister nor the Director attended the conference and naturally there was great disappointment. The conference was attended by over 500 delegates who

conducted themselves in an exemplary manner. They were well qualified decent teachers with a sense of responsibility. A touch of sadness or depression on the face of every one was unmistakable. The discussions were to the point but teachers were doubtful whether private secondary schools would have a good time.

The Sargent Report has given an accurate picture of the deplorable conditions of service of teachers all over India. Teachers in Travancore especially in private schools are in no better position even to-day and an agitation for the improvement of the status and salaries of teachers became a widespread phenomenon. Acute discontent was a marked feature in private schools throughout the country and in Madras the Cabinet was impressed with the necessity for help. The Madras Minister of Education did the right thing at the right moment in the right manner and thus won the confidence of teachers. Aided school teachers in Madras are now free to think of educational problems and they are not worried unduly by security of tenure and low salaries. The Minister was able to increase the teaching grant to aided schools substantially and to establish a convention that the teachers in non-Government schools and Government schools should as far as possible be treated alike.

While such far-reaching measures were adopted in Madras it is a pity that Travancore lives in a world of its own and has not given the private secondary schools the support they deserve. Our leaders tell us that we should discuss our grievances with the Minister. Is it not a pity that the Minister for Education in Travancore has not shown any eagerness to meet teachers and understand their view point? Even the opportunity of the conference was unfortunately not utilised by him. How far the Director of Public Instruction is conversant with the difficulties of teachers no one can say. This purdha attitude appears



strange against the easy accessibility of the Madras Minister of Education. We very much wish the Minister of Education and Director deemed it necessary to come down from the Olympian heights and meet the underdogs who are also citizens of a sovereign province. A stand-offish spirit is quite against the spirit of responsible democratic Government.

The facts that the President gathered on the occasion of the conference show that the position of secondary school teachers is unsatisfactory. Madras and Travancore are comparable point for point. But Madras has moved distinctly now while Travancore prefers to be stationary. In Travancore as in Madras private secondary schools have been bearing the burden and responsibility of secondary education for years. There are 145 high schools and 404 middle schools under private management against 42 state high schools and 235 state middle schools. The number of teachers in private secondary schools is 5354 against 2735 in state schools. The number of pupils in private schools is already three times the number of pupils in Government schools. A still more interesting point is the per capita expenditure in a Government school is Rs. 34.2 against Rs. 2.1 in private schools. All schools are recognised public institutions and the public is made to believe that uniform standard is maintained and that there is equality of opportunity for all pupils. How can schools spending Rs 2.1 per head stand comparison with the Government schools spending Rs. 34.2? Is this not a sorry state of things? Is it not a gross neglect of public interest to let such difference in standards continue? It is a wonder that the public keep mum. Overworked, low paid, starved and ill qualified teachers may have to be in schools since good teachers will be leaving one after the other. The rate of teaching grant bears no comparison with the Madras scale and curiously enough the standard fee rate in middle schools was reduced. Private schools do not have the freedom to levy a higher fee and the teaching grant was not raised. As a result teachers'

salaries cannot be improved. As matters stand, the salaries are very low in private secondary schools and the scales are not worth mentioning. The dearness allowance is a negligible figure of Rs 5 or so. Can teachers work with enthusiasm under such conditions? Their cry is a cry in the wilderness. Are they not justified in asking why Travancore should not attempt what was done at Madras? The general unrest makes one see clearly that the atmosphere about schools in Travancore is just what the Rt. Hon'ble Fisher foretold would happen if the nation be indifferent: "An anxious and depressed teacher is a bad teacher; an embittered teacher is a social danger". There is no point in saying that teachers are tending to become communists. While we do not agree with this sentiment, we are bound to say that the continued neglect and indifference of the Government to face the problem are the real causes. Any one in power who is expected to deal with the teachers' problems should be held responsible and taken to task if the situation should become critical. We hope the Travancore Government will require the Minister for Education and the Director to go into the question with sympathy and imagination and place suitable proposals for relief.

### Training Schools

The resolutions passed at the meetings of the Headmasters of the Training schools in Andhra Desa held in the months of May and September 1948 were duly published in the issues of this journal and these require careful attention on the part of the Government. The grievances voiced in these resolutions seem to us to be very real and need redressal by the Department if these institutions are to play a useful part in the reorganised scheme of education. The authorities will do well to discuss the different problems with a deputation of the Headmasters whose voice deserves to be heard on account of their experience in the actual running of the Training Schools, understand them, and try to solve them as far as possible. The problems of the training

school are quite different from those of the secondary school in several respects. For instance, the pupils are adults, i.e., teachers under training and the income of the school by way of fees is nil. Hence both in staffing and expenditure the problem is different from that of a secondary school. The two-thirds grant principle when applied here leaves still a large deficit to be made up, which the management may not be able to face under present day conditions. We therefore suggest that representatives of managements and headmasters of training schools in this province may be invited by the Department to place their peculiar problems and see how they should be solved. The Government should view them sympathetically and try to meet the difficulties most of which seem to be financial in character.

#### Well Done. North Arcot Teachers!

The North Arcot District Teachers' Guild is to complete twenty-five years of its work for the cause of teachers and education in the district. It is making arrangements for celebrating the Silver Jubilee in May or June this year. From the report of the proceedings of the General Body Meeting held at Polur on 5th February 1949, we find that all the secondary school teachers' associations in the district are affiliated to it besides a few elementary school teachers' unions. It is proposed to celebrate the Jubilee in the following manner:—

1. A Jubilee Meeting of all the teachers of the district is to be held at Pernambet on the invitation of the headmaster of the Muslim High School.

2. A vigorous drive is to be made to enlist as members of the S.I.T.U. Protection Fund all the eligible teachers of the district who are members of the Guild, so that the policies issued during this period may be treated as Jubilee Memorial Gifts for the financial security of the teachers' families.

3. A Central Students' Home and Library is to be established in the District Headquarters (Vellore) which will also provide accommodation to students and teachers visiting Vellore on excursions and other occasions.

We wish the Committee responsible for the Jubilee celebration all success.

#### Why this Indifference?

We are receiving numerous letters complaining of managements not adopting the rates of dearness allowance applicable to Government Servants. Managements must be aware of the rising cost of living and of how the Central Government and many industrial concerns are increasing the dearness allowance rates to enable their employees to cope up with the continuously increasing cost of living. Even the Provincial Government is being pressed by its employees for an enhancement of this dearness allowance. It is therefore painful to hear of managements that refuse to help their Teachers. The Government Order, though permissive has all the force of a mandate. They have promised one half of the expenditure under this head as grant. They have empowered the Director of Public Instruction to order an examination into the financial position of managements that are unable to adopt the rates and we understand that they are also exercising their power and are reducing the grant by an amount equivalent to the dearness allowance to be paid to the teachers so as to make the managements be just to their employees. If managements fail to notice in these measures what they are expected to do, then the managements must be warned of how their indifference to the sufferings of their teachers would develop a situation very prejudicial to the interests of Education. Teachers of this province have been patient and have not yet lost their faith in their managements. But the continued neglect by certain managements would surely drive them to despair. We hope the managements would perceive the danger of the policy they are pursuing and be fair to their teachers by paying them at least what Government expects of them to do.

We are not unaware of the difficulties of managements. The solution for their difficulties does not lie in indifferently watching the sufferings of their teachers but to press upon Government for adequate financial help and also to seek

ways and means of improving their own finance.

We trust that the few managements who have not yet adopted the scales would move quickly in the matter and keep their teachers contented.

#### Good News

Addressing the boys of the Mayo College, His Excellency Dr. C. Rajagopalachariar is reported to have observed "There is nothing more difficult at present than the problem of Education which we have to deal with. Even politics, inflation and international diplomacy do not worry us so much as the problem of education. It is a real headache". Such a statement is proof that the problems of education are engaging the attention of the authorities. The Education Minister, The Hon'ble Maulana Abul Kalam Azad is sparing no efforts in facing the problems of education rightly. The frequent conferences of Provincial Education Ministers and their advisers go a great way in clarifying the many issues involved. The recent meeting of the Central Advisory Board of Education has decided upon a programme of Basic and Social Education. An examination of the features of this programme show not only a sense of reality but wise planning for the present and the future. The Minister has lost no time. He has summoned a conference of ministers which at the moment is meeting in Delhi to discuss how best the programme can be imple-

mented, in spite of the financial handicaps of the Centre, it is good news to be told by the Hon'ble Minister for Education that the Centre would be ready to render financial assistance to the Provinces and States for implementing the programme of Basic and Social Education. We have been holding that it would be impossible for the Provinces to succeed in introducing Universal Compulsory Basic Education and undertake on a wide scale the education of the adults unless the Centre came forward with liberal financial assistance. We are therefore glad to note that such assistance is now forthcoming and we may well look forward to a vigorous programme of Basic Education and also of Social Education in our Province which has already drawn up plans but had to keep them in abeyance for want of funds.

---

#### THE S.I.T.U. PROTECTION FUND LTD.

Districtwar number of Policies issued during January 1949	
Tinnevely	... 14
Madras	... 4
Chingleput	... 4
Miscellaneous	... 4
North Arcot	... 1
South Arcot	... 1
Chittoor	... 1
Salem	... 1
Total	... 30

---



---

### THE 39TH MADRAS PROVINCIAL EDUCATIONAL CONFERENCE

In connection with the 39th Madras Provincial Educational Conference at Kurnool, a Reception Committee has been formed. Sri K. N. Pasupathi has been elected as the General Secretary, and several sectional committees have been constituted.

Affiliated associations are reminded that they should send their list of delegates and the delegation fee before the 31st March 1949, to the office of the S. I. T. U.

S. I. T. U. Triplicane, }  
20-2-1949. }

S. NATARAJAN,  
Secretary.